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ABSTRACT

The statewide (Maryland) educational accountability plan described in this report was adopted in 1973 and called for the development and establishment of the following: statewide goals in reading, writing, and mathematics; local goals and objectives in each of 24 school systems in conformance with state goals; a comprehensive and uniform statewide testing program; procedures for collecting data on student, home, community, and school characteristics; and a method whereby school systems would report test results and other information to the state. This summary report for the school year 1975-1976 defines accountability in the context of the state accountability act, outlines the scope of the statewide program, presents accountability assessment information on both the state and local school systems (by county), describes the purpose, scope, objectives, and rationale of the process evaluation, and reports on the program's financial and accounting procedures. Numerous tables and charts illustrate the report and six appendixes contain a copy of the Accountability Act; a list of the goals for reading, mathematics, and writing; the Maryland State Board of Education Resolution; and information on standardized testing and test results. (MAI)

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Summary Highlights

Maryland Accountability Program Report

Year II

School Year 1975 - 1976

Maryland State Department of Education

January 1, 1977

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WESTAT RESEARCH, INCORPORATED

JAMES A. SENSENBAUGH
STATE SUPERINTENDENT

MARYLAND STATE DEPARTMENT OF EDUCATION
P.O. BOX 8717, BWI AIRPORT
BALTIMORE, MARYLAND 21240

October 26, 1976

To the Honorable Marvin Mandel and Members of the General Assembly:

The third report required annually by the Maryland Educational Accountability Act, Article 77, Section 28A, Annotated Code of Maryland (1975 Replacement Volume), is respectfully submitted. Each year of operation has resulted in some minor improvements in the program. A list of the changes reported in this volume are noted briefly below.

o In the fall of 1975, seventh- and eighth-grade students in Maryland public schools were administered the Maryland Functional Reading Test. The results of that assessment appear in Chapter 4. *

o In April 1976, the Maryland State Board of Education approved a policy statement calling for local school systems to analyze assessment information from the Maryland Accountability Program (MAP) to help identify program areas requiring improvement. The State Board also called on the staff of the State Department of Education to assist and provide leadership to the local school systems in this effort.

o The Process Evaluation Component of the MAP has been launched with support provided by the State Board from federal funds. Selected schools scoring very high or very low on assessment measures will be carefully studied in cooperation with the local school systems to identify factors which have a powerful effect on school achievement.

o Approval by the State Board of the revised Maryland Financial Reporting Manual will enable the Program Cost Component of MAP to provide greater financial detail.

o Planning for the implementation of Section 98D, Article 77 of the Public School Laws of Maryland, requiring the setting of performance standards in reading, is being coordinated with MAP by the staff of the Department and the State Board.

Narrative reports from the 24 local school systems contained in Chapter 3 * of this volume and State Department interactions with local school system personnel have revealed a great number and variety of efforts to improve student learning. However, these same sources indicate that continued improvement is dependent upon increased State support.

Again, our thanks are extended to the many individuals and agencies who help us plan and operate the MAP, a program whose quality depends so much on the quality of effort expended at the school and classroom level.

Sincerely yours,

James A. Sensenbaugh

JAMES A. SENSENBAUGH
State Superintendent of Schools

JAS:hfg

* MAP III

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Table

1 Community and Public School Resources Profile

Provides background information on the state and local levels (e.g., total population, median family incomes, school enrollment, and per pupil instructional costs). There are separate tables numbered "1" for the state level and each local system.

2 Nonverbal Ability in Average Standard Age Scores and Academic Achievement in Average Grade Equivalent Scores, by Skill Area and by Grade.

Gives an overview of the performance of the state and school systems in each of the basic skill areas tested. There are separate tables numbered "2" for the state level and each local system.

2A Comparison of Year I (1973-74) with Year II (1974-75) and Year III (1975-76) Data in Average Standard Age Scores.

Compares the test results from Year I, Year II, and Year III of the accountability program. As explained in Chapter 2, however, differences in test scores should be viewed in the light of differences in other variables, e.g., Standard Age Scores (SAS). There are separate tables numbered "2A" for the state level and each local system.

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Table

3 Number and Percent of Students Achieving Competency in the Skill Categories and on the Total Test.

Gives the numbers and percentages of those students who answered correctly at least 80% of the items in a category in the total test. There are separate tables numbered "3" for the state level and each local system.

CHAPTER 1 EDUCATIONAL ACCOUNTABILITY

1.1 Introduction to the Maryland Accountability Program Report, School Year 1975-1976

This report is the principal instrument for disclosure of information about goals in public education and progress toward those goals. It is directed to the Governor and the General Assembly as required by the Maryland Educational Accountability Act. Chapter 1 explains the concept of educational accountability and provides background information about the Maryland Accountability Program.

1.2 The Definition of Accountability

Simply stated, educational accountability is an attempt to measure, disclose, interpret, and improve results achieved by public educational school programs. Its purposes are: (1) to promote an understanding of the relationships among the quality of education, the characteristics of educational settings and programs, the processes of education, and needed and available human and material resources; and (2) on the basis of that understanding, to make improvements in the educational system.

It is important at this point to recognize that education is a shared responsibility. Parents and members of the various communities in the state, including public officials, have an enormous opportunity for influence and impact on the work of the schools. Social processes, including learning, cannot be conducted by the schools without active support from parents and the community. Accordingly, the responsibility to be accountable extends beyond the classroom to the whole school, the school system, the State education agency, the State government, and the larger community.

1.3 The Maryland Educational Accountability Act

At the time of this writing, approximately 30 States have enacted accountability legislation. Most of the remaining states have drafted plans for accountability legislation, or have initiated procedures at the state level that will preclude the need for legislative mandates.

During the 1972 session of the Maryland General Assembly, Article 77, Section 28a, the Annotated Code of Maryland Supplement was passed. The law has come to be commonly called the "Maryland Educational Accountability Act" (see Appendix A).

The overall purpose of the Act is to provide for the establishment of a program of State-wide educational accountability. This program should assure that educational programs lead to the attainment of established educational objectives, provide information for an analysis of the differential effectiveness of instructional programs, and provide information for accurate analysis of costs of instructional programs.

The Maryland Educational Accountability Act imposes several requirements for statewide accountability. These include: (1) the establishment of goals and objectives in, but not limited to, reading, writing, and mathematics at all levels -- state, school system, and individual school; (2) a school-by-school survey of the current status of student achievement in relation to established objectives, and the development of programs by each school for meeting its own needs; and (3) the establishment of evaluation procedures for determining the effectiveness of these programs. Regular re-evaluation of programs, goals, and objectives is, likewise a stipulation of the act.

The Maryland Educational Accountability Act also requires that a yearly report be submitted by the State Superintendent of Schools to the Governor and the General Assembly, beginning in January 1975. This report must include, but is not necessarily limited to, the progress made by the Maryland State Department of Education, by local school systems, and by individual schools toward the achievement of their respective goals and objectives. The report should also include recommendations for legislation deemed necessary to improve the quality of education in Maryland.

1.4 The Maryland Accountability Program

1.4.1 Administration of the Maryland Accountability Program

In response to the accountability legislation enacted by the Maryland General Assembly and in accord with the six characteristics of the state's accountability program[1], the Maryland State Board of Education determined that the initial efforts of accountability should concentrate on the basic learning skills of reading, writing, and mathematics. The Board resolved that, following the specification of desired educational goals in each of these three areas, student achievement relative to each goal should be measured, and an analysis of the achievement results relating to other variables, such as student ability and socioeconomic status, should be conducted.

Four major components of the Maryland Accountability Program (MAP) were established following these directives: (1) goals and objectives setting; (2) assessment; (3) process evaluation; and (4) program cost.

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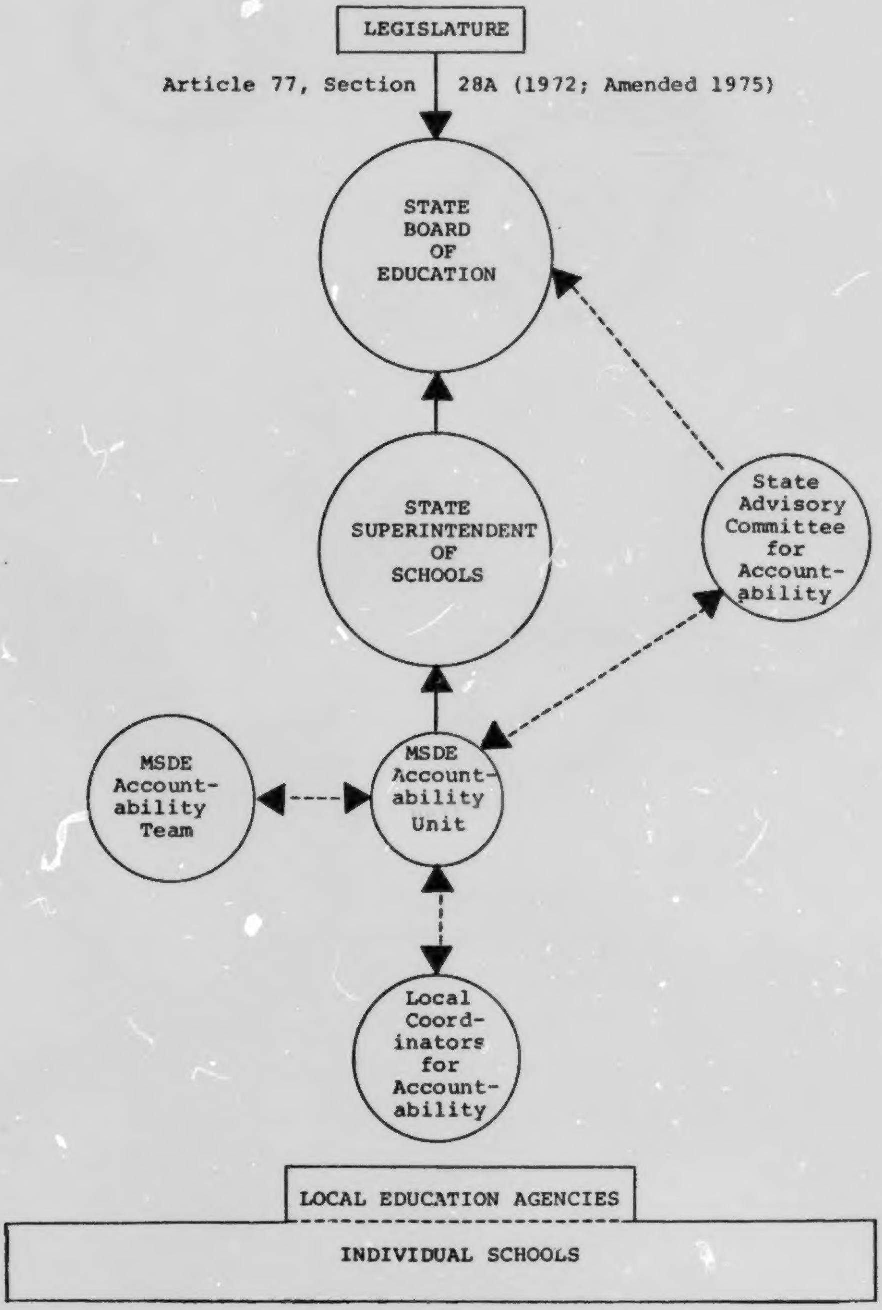
[1] Maryland State Department of Education. Maryland Accountability Program Report, School Year 1974-75. Baltimore, Md.: January 1,1976 pp. 1-3.

To assist in accomplishing these tasks, the State Board of Education appointed a State Advisory Committee on Accountability, drawing its members from a broad cross-section of the state's population. It also designated the chairman of this committee. A member of the Maryland State Department of Education (MSDE) was assigned as full-time executive secretary to the committee in order to make available, as detailed accountability procedures were developed, technical services from the Maryland State Department of Education.

Two additional task forces were constituted. At the state level, the MSDE Accountability Team was formed, drawing together departmental personnel who could provide assistance in the development and implementation of the various components of the MAP. On the local-school-system level, each superintendent appointed a local coordinator to supervise all system-level activities. Responsible to the superintendent, the local coordinator serves as system representative in the planning and implementation of accountability program activities. The 24 local coordinators meet with MSDE staff periodically to advise on operational and developmental steps in MAP.

Staff responsibility for the administration of the accountability program is delegated by the State Superintendent of Schools to the Assistant State Superintendent, Division of Research, Evaluation. and Information Systems (REIS). Accountability staff members in REIS oversee MAP's operation at the State, system, and school levels, coordinate developmental activities, and make use of the MAP decision-making process (see Figure 1).

Figure 1. Maryland Accountability Program Decisionmaking Process ‡


LEGISLATURE
Article 77, Section 28A (1972; Amended 1975)
STATE BOARD OF EDUCATION
STATE SUPERINTENDENT OF SCHOOLS
State Advisory Committee for Accountability
MSDE Accountability Team
MSDE Accountability Unit
Local Coordinators for Accountability
LOCAL EDUCATION AGENCIES
INDIVIDUAL SCHOOLS

‡ Members of these administrative bodies, advisory committee, and task forces are identified in the preliminary acknowledgments, pages ii-vii, Maryland Accountability Program Report, Year III.

1.4.2 Maryland Accountability Program - Initial Implementation Plan and Its Limitations

In 1973, the State Board of Education adopted a plan that called for the development and dissemination of State-wide goals in reading, writing, and mathematics (see Appendix B). In subsequent phases, each of the 24 school systems was required to establish local goals and objectives in conformity with those established at the State level.

The State implementation plan further specified that by September 1, 1974, school system goals would be reviewed and that by April 1, 1975, each school would have established its own objectives, consistent with its unique needs and in keeping with school-system goals. September 1, 1975, was designated as the deadline for school systems to evaluate the objectives submitted by individual schools and to submit a narrative report to the Maryland State Department of Education on the establishment of school objectives.

The State's implementation plan required the establishment of a comprehensive and uniform Statewide testing program. The Iowa Tests of Basic Skills (ITBS) and the Cognitive Abilities Test (CAT) were selected as the initial State-wide assessment instruments. Beginning in the spring of 1974, all pupils (excluding certain categories of handicapped students) in Grades 3, 5, 7, and 9 were tested. In addition, beginning in the fall of 1975, the Maryland Functional Reading Test has been administered to all pupils in Grades 7 and 11. The plan also called for the establishment of procedures for collecting data on student, home, community, and school characteristics. The implementation plan required the establishment of procedures by which school systems would report test results and other information to the Maryland State Department of Education.

The relationship between educational goals and objectives established in Maryland and the assessment of current status is, however, by no means ideal. Only the skills covered by ITBS and the Maryland Functional Reading Test have been assessed and reported on for the purposes of accountability. State-wide assessment has not been undertaken in various other skill and subject matter areas, such as social studies, science, vocational education, and the arts. Nor has information been collected State-wide on student attitudes interests, and values-- the so-called affective domain of learning objectives. In addition, there is no information available regarding the psychomotor aspects of student learning, e.g., eye-hand coordination, manual dexterity, and response orientation and integration.

These three domains of learning, which make up the total potential of student growth, are represented pictorially in Figure 2, which also lists major objectives for each domain. The shaded area highlights an estimate of the limited sector of cognitive skills that is measured in Maryland's present accountability effort.

Student achievement is a composite of many developed skills, understandings, and attitudes, and there are, understandably, many factors that influence student cognitive, affective, and psychomotor growth. These factors include school effects, community resources, socioeconomic factors, student motivation, and student ability. The Maryland Accountability Program provides information on basic skills achievement, student ability, and socioeconomic factors, as shown in Figure 3.

Figure 2. Achievement Measured in the MAP in Relation to the Entire Domain of Learning

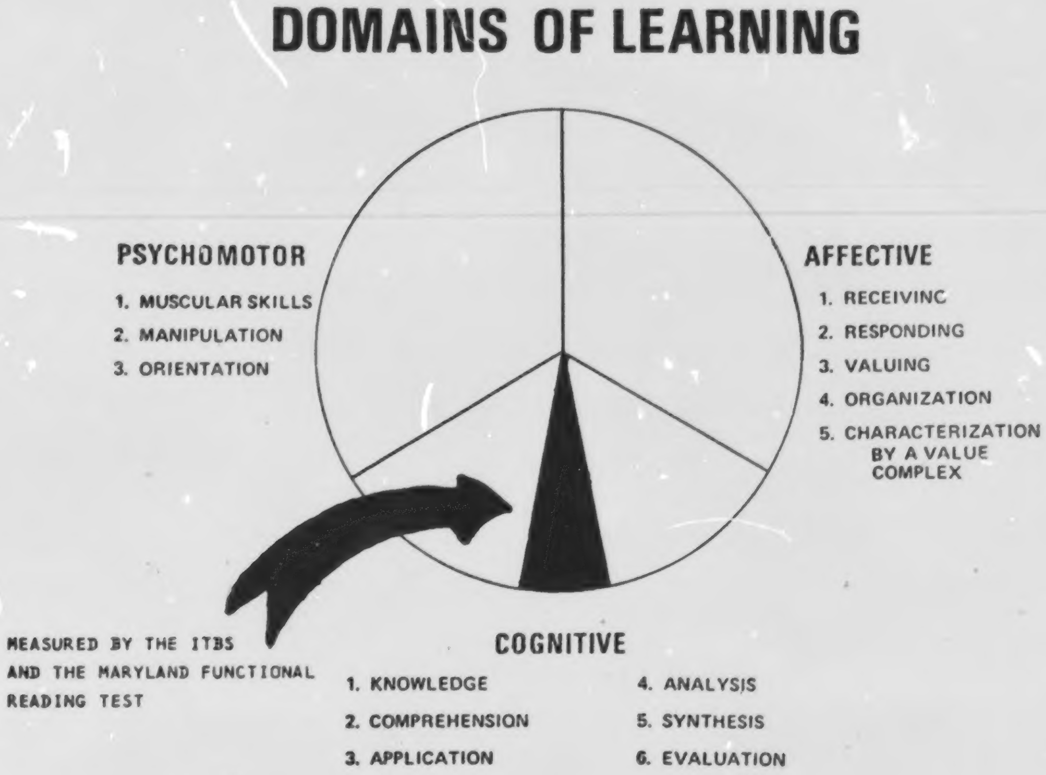
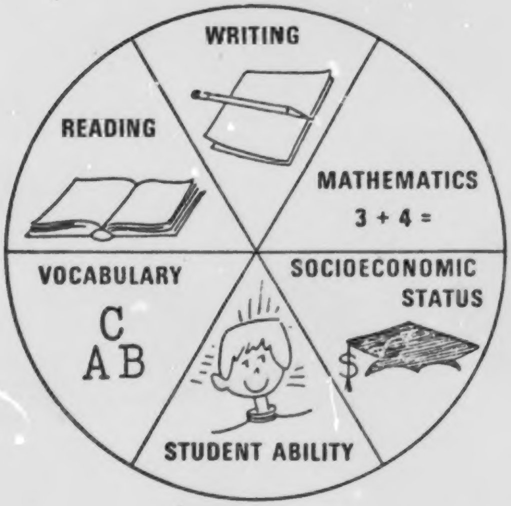

DOMAINS OF LEARNING
PSYCHOMOTOR
1. MUSCULAR SKILLS
2. MANIPULATION
3. ORIENTATION
AFFECTIVE
1. RECEIVING
2. RESPONDING
3. VALUING
4. ORGANIZATION
5. CHARACTERIZATION BY A VALUE COMPLEX
MEASURED BY THE ITBS AND THE MARYLAND FUNCTIONAL READING TEST
COGNITIVE
1. KNOWLEDGE
2. COMPREHENSION
3. APPLICATION
4. ANALYSIS
5. SYNTHESIS
6. EVALUATION

Figure 3. What Was Measured in the MAP?


WRITING
READING
MATHEMATICS
3 + 4 =
VOCABULARY
C
AB
SOCIOECONOMIC STATUS
$
STUDENT ABILITY

A major assumption underlying Maryland's accountability legislation is that the analysis and interpretation of pertinent test data and other information must lead to beneficial changes and modifications in instructional programs. The Maryland Accountability Program (MAP) should be viewed as a support system essential to sound management for improvement of public educational programs. It is not an artificial, superimposed program developed simply to comply with the Maryland Educational Accountability Act, that is, the generation of information solely for reporting purposes. On the contrary, all information generated for MAP is to be analyzed and utilized in an effort to improve system and school programs throughout the State. In April 1976, the Maryland State Board of Education adopted a policy statement on MAP and its relationship to educational program improvement. (See Appendix F.)

However, it is not sufficient to assume that the school's instructional programs become more effective and efficient only because an assessment program exists. In keeping with the Maryland Educational Accountability Act, evaluation programs must be developed and installed in order to determine the effect that modifications of the instructional programs have on goal attainment. Adequate evaluation of instructional programs requires the use of more than just norm-referenced tests, such as the Iowa Tests of Basic Skills (ITBS) and the Cognitive Abilities Test (CAT). Criterion-referenced tests in reading, writing, and mathematics, such as the Maryland Functional Reading Test, must be developed or adapted for use in Maryland's public schools. The State's accountability program must also be extended to domains other than the cognitive one. Current efforts in these areas are outlined in the next section.

1.4.3 Action Plan for the Assessment Component, Maryland Accountability Program

On July 30, 1975, the Maryland State Board of Education approved the Action Plan for the Assessment Component, Maryland Accountability Program. This five-year conceptual framework was developed during the spring by the Maryland State Department of Education Accountability Team, the Local Coordinators for Accountability, and the State Advisory Committee for Accountability. Some of the major features include:

- Continuation of the use of the Iowa Tests of Basic Skills (ITBS) and Cognitive Abilities Test (CAT) Nonverbal Battery, in Grades 3, 5, 7, and 9 through Year III, 1975-76 (see Section 1.5.3 for more details);
    - administering the ITBS and CAT only to Grades 3 and 7 beginning in Year IV, 1976-77
- Initiation of the use of the Maryland Functional Reading Test in Grades 7 and 11 in the fall of Year III, 1975-76 (see Section 1.5.3 for more details);
    - requesting funds for Fiscal Year 1976 to begin the two-year development of mastery tests in mathematics and writing for Grade 11 with implementation projected for Year V, 1977-78.
- Expansion of instrumentation to assess special-education programs/services, beginning in Year III, 1975-76;

- Beginning exploration for, or development of, assessment measures for selected aspects in the affective domain, such as student attitudes and interests, with implementation projected for Year IV, 1976-77; and
- Requesting in Fiscal Year 1977 and in Fiscal Year 1978 budgets funds for the development of additional or replacement assessment instruments for agreed upon ITBS elements in Grades 3 and 7, with implementation projected for Year V, 1977-78.

At the present writing (Fall 1976), it is apparent that budgetary limitations and the impact of legislation passed during the 1976 session of the General Assembly, notably the Athey Law, may require review of the July 30 Action Plan.

1.5 Accountability and Decision-Making and Education

1.5.1 Models of Accountability

The ideas of accountability and assessment in education are best understood in the context of models for evaluation of educational programs. Educational programs may be considered at the state level, the school-system-level, and at the individual-school level, and are discussed in the concept of any ongoing educational activity designed to produce specified changes in the behavior of the individuals who are exposed to it. A succinct review of evaluation models is provided by Astins and Panos in Educational Measurement.[2]

Ideally, an evaluative study involves the collection and analysis of information regarding inputs, outputs, and operations of educational programs, which comprise the three conceptually distinct components of any education program. "Inputs" refers to the

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[2] Thorndike, Robert L. (ed.). Educational Measurement, Second Edition. Astins, Alexander W. and Panos, Robert J., "The Evaluation of Educational Programs." Wash., D. C.: American Council on Education, 1971, pp. 733-751.

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talents, skills, aspirations, and other potentials for growth and learning that the student brings with him into the educational program. In addition, the characteristics of the student's family and the culture in which he lives are important inputs.

"Outputs" refers to the student's achievements, knowledge, skills, aptitude for future learning, values, personality, interpersonal relations, and other behaviors that are likely to be influenced by the educational program.

"Operations" refers to those characteristics of the educational process that are capable of affecting relevant student outputs. Included in operations are environmental experiences, educational interventions, learning experiences, learning strategies, curricula, teacher style and instructional techniques. Educational operations comprise the entire array of environmental variables that characterize a particular educational program -- the means to achieve the educational ends, i.e., goals of the program previously established.

1.5.2 Maryland's Approach

The accountability effort in Maryland is guided by an evaluation model which takes into account input, output, and educational process (operations) information as follows:

- **Analysis of Inputs**

  Inputs include descriptions of community characteristics, such as population size, median family income, percent of disadvantaged school age children, and an estimated level of parent education; school characteristics such as enrollment, average experience and salary of teachers and administrators, education of teachers and staff, pupil/staff ratio, and daily attendance rates; financial characteristics, such as the cost of instruction and administration; and, finally, the level of student ability, as expressed in Standard Age Scores (SAS) and measured by the Nonverbal Section of the Cognitive Abilities Test (CAT)

In the MAP Report III measurements of all these characteristics are reported in Tables 1 and 2 of the state and local education agency portions of this report, and in Table 3 of the school-by-school portions.

- Analysis of Outputs

  In the MAP Report III primary output measures include the grade equivalent scores (GE) obtained by students in Grades 3, 5, 7, and 9 on the eight subtests of the Iowa Tests of Basic Skills (ITBS). Averages of these scores are shown in Table 2 of the state and local education agency portions of this report, and in Table 4 of the school-by-school portions.

  For school year 1975-76, additional scores were obtained State-wide and analyzed with the use of a Maryland-based test of basic reading skills in Grades 7 and 11. The State and LEA results of the use of the Maryland Functional Reading Test appear in Chapter 2. For subsequent years, additional mastery tests are planned in writing and mathematics for the eleventh grade, along with some specialized testing procedures for students in special-education programs.

- Analysis of Education Process

  In the context of the evaluation model, the world "process" refers to everything which intervenes between the inputs and outputs: from curriculum goals and objectives to how teachers conduct their classes; from the nature of a principal's leadership style to the students' classroom behavior. In short, process evaluation considers the entire educational enterprise in action. Of the three, the process-evaluation component is by far the most difficult to

> design and implement. Given the immense scope and complexity, any plans and procedures are likely to be either wholly inadequate or else hopelessly expensive, intrusive, and time-consuming.
>
> In order to provide guidance and leadership in this area, a State Process Evaluation Team has been formed which includes local representatives with the assignment to study appropriate approaches. A report on the current status of the team's efforts is given in Section 1.6 following.

The three elements of Maryland's evaluation model, discussed above, are by no means separate and independent. Close links exist among the various measurements and observations which result from each of them. For this reason, the Maryland accountability effort goes beyond the mere listing of various numbers and scores.

One of these links is the relationship between the Standard Age Scores (an input referred to as SAS), and the grade equivalent scores (an output referred to as GE). In order to learn the strength of this link a regression analysis was performed on the data.[3] Based on this analysis, an individual school's average GE is compared to a Maryland norm for that school, which takes into account the average SAS for that school and the relationship between SAS and GE found in the Maryland data. (See Chapter 3, School Level -- Accountability Assessment Information: Table 4, MAP Report III.)

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[3] See Appendix F, MAP Report III for an explanation of the use of regression analysis in the Maryland Accountability Program.

In Table 4, MAP III, the actual obtained average GE's for the schools are listed in the column headed "average GE", and by a simple subtraction of this number from the Maryland norm for that school ("Maryland Norm" column) the numbers listed in the "difference" column can be obtained. Of course, these differences can be negative, zero, or positive, depending on whether the obtained GE was higher, the same as, or lower than the Maryland norm. Such differences must be carefully interpreted.

The amount of difference (residual), positive or negative, should not be interpreted as a direct measure of the school's effectiveness or ineffectiveness. By the very nature of the analysis, half the schools will have positive residuals and the other half will have negative residuals. In fact, the average residual of the State is 0.00 on all subtests. If we took the residual as a direct measure of effectiveness, then the State as a whole would have zero effect. At best, the residual may be viewed as a hazardous, relative indicator, highly subject to error. The closer to zero, the more the residual loses its meaning with respect to being a "negative" or "positive" indicator. For this reason, the Maryland Accountability Program Report has adopted the practice of placing asterisks by those schools whose residuals are extreme.

The top 2.5 percent of the schools having positive residual was asterisked. Similarly, the bottom 2.5 percent of schools with negative residuals was asterisked. Thus, in total, 5 percent of all schools received asterisks and, thereby, forms the two extreme ends of the residual distribution. At this point, the most important caution of all must be exercised. No one knows, as yet, how or why these schools scored as they did. First of all, there is nothing in the analysis which guarantees that a school's performance is admirable because it obtained a positive asterisked residual. Conversely, it cannot be claimed that there is necessarily anything "wrong" just because a school received a negative asterisked residual. However, it is appropriate to interpret these residuals as extreme, if only by definition. As such, they function as promising indicators of where the process evaluation might best begin. This completes a circle of interrelationships between the three elements of Maryland's evaluation model -- assessment measures are regressed against inputs, and the results used as road signs toward process evaluation.

Note: The results of the Maryland Functional Reading Test were not regressed against standard use scores. Such scores are not available for students tested in the fall of the year.

1.5.3 Instruments Used to Measure Academic Ability and Achievement

Reading, language arts, mathematics, and academic ability were assessed by norm-referenced tests (Iowa Tests of Basic Skills and the Cognitive Abilities Test - Nonverbal Battery) in the third, fifth, seventh and ninth grades. In addition, functional reading skills have been assessed in the seventh and eleventh grades by an objective-based test developed at the state level beginning in the fall of 1975. (See Appendix E for a detailed discussion of assessment instruments used.)

The differences in the kinds of information provided by the two types of measurements should be considered when interpreting the test results.

Norm-referenced achievement tests, such as the Iowa Tests of Basic Skills, are designed to provide information about student performance in broad academic areas in relation to the performance of other students who are selected as representative of the nation as a whole. The subject-matter content of the tests is not precisely related to the instructional content of any particular school system or any individual teacher. The tests are designed to describe performances of students in relation to the average score made by a national sample of their peers.

Norm-referenced ability tests, such as the Cognitive Abilities Test, are designed to provide information about student performance of other students who are selected as being representative of the nation. This test was used as a means of assessing the ability for academic achievement that the student brought to the learning situation.

Criterion-referenced, or objective-based tests, are developed for a purpose different from that of norm-referenced tests. Criterion-referenced tests are developed to assess the extent to which students have learned or mastered objectives specifically related to an instructional program. The performance of students on such tests is compared with the objectives of a program rather than with the performance of other students.

In 1970, the Maryland State Board of Education adopted the improvement of reading as one of its priorities. As one approach to the problem of improvement, Maryland educators looked at reading from a practical point of view. They wanted to know what basic minimum reading skills pupils would need in order to function and survive during the 1970's.

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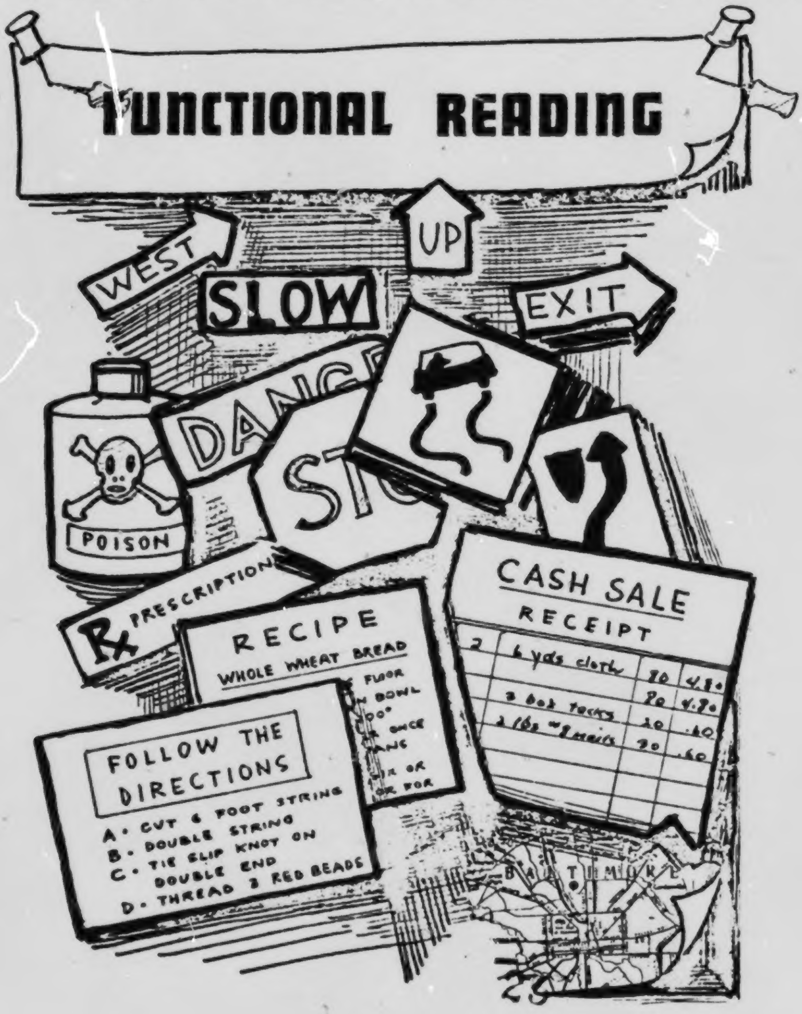
The reading specialists in the Maryland State Department of Education (MSDE), with the help of local educators and civic and business groups, defined functional reading-skill objectives at both the elementary and secondary level. Reading programs were then developed and initiated to teach these skills. In 1972, reading specialists from MSDE and local school systems, with the help of an outside consultant, developed the Maryland Functional Reading Test to assess these functional reading skills.

The functional reading component to Maryland's reading program is the first statewide program in the nation designed to: (1) establish a basic functional reading competency level for Maryland students; (2) provide a systematic instruction program of functional reading in all Maryland schools; and (3) assess student competency in the basic functional reading categories.


FUNCTIONAL READING
UP
WEST
SLOW
EXIT
DANG
STO
POISON
Rx PRESCRIPTION
RECIPE
WHOLE WHEAT BREAD
FLOUR
BOWL
ONCE
OR FOR
CASH SALE
RECEIPT
2 6 yds cloth 80 4.80
80 4.80
3 box tacks 20 .60
2 lbs nails 30 .60
FOLLOW THE DIRECTIONS
A. CUT 6 FOOT STRING
B. DOUBLE STRING
C. TIE SLIP KNOT ON DOUBLE END
D. THREAD 3 RED BEADS
BALTIMORE

The Maryland functional reading component includes three elements as follows:

(a) An Instructional Program - which outlines the basic functional reading behaviors students should achieve from Kindergarten through Grade 6, Grade 7 through Grade 10, and Grade 11 through Grade 12. A two-volume instructor's manual, Functional Reading, is also a part of the instructional program.

(b) An In-service Training Program - for introducing the new functional reading component to staff members, parents, and students.

(c) A Testing Program using the Maryland Functional Reading Test - The test results give both diagnostic and achievement data at five administrative levels: (1) state; (2) school system; (3) school building; (4) classroom; and (5) individual student.

The results reported in this Report are baseline data* from the October, 1975 testing. Such information allows various state and local administrators and supervisors to make appropriate instructional management decisions about the strengths and weaknesses of students' functional reading competencies, as well as needed programmatic changes.

1.5.4 Results of the MAP Assessment

In the 1975-76 school year, the average student in Maryland scored slightly below the average student in the National Norm Sample of 1969-70, on most of the subtests of the Iowa Tests of Basic Skills. However, Maryland's average performance on the nonverbal portion of the Cognitive Abilities Test was slightly ahead, particularly in the higher grades (see Chapter 2, Tables 2 and 2A, pp. 36-38).

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*Baseline data refers to results obtained prior to classroom instruction in the functional reading skills.

The State average scores in vocabulary, reading comprehension, language total, and mathematics total for grades 3 and 5 were well within range of the average norm; in grades 7 and 9 the average scores on these subtests accounted for the overall lag mentioned above.

These results closely approximate the pattern observed in the two previous years of the assessment program (see Table 2A, p. 38). But more important, these results also reflect the decline in test scores which has been noted nationally at grade levels 6 through 12. In the literature, many hypotheses are advanced to explain this phenomenon of declining scores: some blame the schools and teachers, others say it is because of television and societal changes, such as broken families, working mothers, and drugs. Whatever the causes, it should be clearly kept in mind that the test scores themselves contain none of this diagnostic information. At best, the scores estimate performance levels and only an in-depth study at the school level, such as is suggested in Chapter 3 can account for the decline in test scores. (For a thorough discussion of Maryland's test results, see Chapter 2, pp. 29-34.)

1.6 Progress in the Process Evaluation and Program Cost Components

During the first two years of the Maryland Accountability Program, attention was focused on the setting of goals and objectives at all three levels of public education--State, school system, and individual school--and on implementing a uniform assessment program. However, beginning in 1974-75, research proposals were developed cooperatively by MSDE and LEA staff members to explore the effects on achievement of educational process variables, such as program organization, methods of instruction, and student-peer-teacher interactions. Funding made available by the State Board of Education has made possible implementation steps in process studies in a number of volunteer schools. Chapter 3 presents a current account of activity in this component.

The adoption by the State Board of Education of a revised Maryland Financial Reporting Manual has made forward movement possible in the Program Cost Component of MAP. Improved cost information will result from the use of this manual in coming years. Chapter 4 deals with activities in this component.

1.7 The Maryland Alternative Accountability Pilot Project

During the 1974-75 school year, a major innovation under the Maryland Accountability Program involved the initiation of the Maryland Alternative Accountability Pilot Project. Under joint sponsorship of the Maryland State Department of Education, the Maryland State Teachers Association, and the National Education Association, six schools in three Maryland school systems have been developing alternative assessment/accountability techniques for use at the school level in lieu of the State-mandated assessment program. The pilot project will continue through June 1976, when an independent evaluation will be conducted to review the outcomes of the efforts of the six pilot schools and to determine whether the project merits an extension and expansion under National Institute of Education support. Reports of the first two phases of the pilot project are available from the Accountability Unit of the Maryland State Department of Education.

CHAPTER 2. THE ACCOUNTABILITY ASSESSMENT INFORMATION

Introduction

In the spring of 1976, some 58,191 third-graders, 64,247 fifth-graders, 66,468 seventh-graders, and 63,912 ninth-graders took ten subtests of the Iowa Tests of Basic Skills, and the non-verbal portion of the Cognitive Abilities Test. This testing produced nearly three million individual scores for well over a quarter of a million Maryland schoolchildren. First compiled at the school level, these scores gave rise to 24,111 school averages; further compilation over all schools within a Local Education Agency boiled these down to 1,056 LEA averages, and the final analysis produced the 44 State-level average scores. Along with a number of additional statistics, these school, LEA, and State average scores are the ones which fill the tables of this chapter of the Accountability Assessment Report.

The administration of the tests, the collection of the scores, and the computation of the many statistics were rather straightforward operations, if somewhat laborious. Not so straightforward is the interpretation of all these numbers. When the results are looked at in isolation from all other information, they give us a picture of the comparative performance of the schools and school systems of Maryland. The test scores alone do not tell us why the schools performed as they did. For this reason, the individual State and LEA reports all begin with a narrative which sets the stage, or framework, within which the statistical information has to be viewed. The narrative is followed by a statistical profile of community and public-school resources (Table 1). Then, the system-level average achievement scores are presented, along with additional statistics, for the 11 subtests administered (Table 2), followed by a comparison with the results of previous years on five of the more important skill areas (Table 2A). Finally, the school-level data appear, with school resources profiled in Table 3 and the school achievement averages on the five major subtests presented in Table 4.

Facts and Figures About Effort

During the 1975-76 school year, public education was the primary activity of nearly 100,000 persons in the State of Maryland. This figure includes the 880,900 pupils enrolled in our primary and secondary schools, together with their 76,556 teachers, supervisors, principals, superintendents, and other staff members. This means that in a state with 4,000,000 people, nearly one out of every four persons was directly involved in the educational process, not counting the parents, whose concern with their children's education can hardly be termed as one of noninvolvement.

Table 1 displays some of the community, school, and financial characteristics which together form an overall impression of the third accountability year's effort. It is both interesting and instructive to look at these figures in relation to the same figures for the two previous accountability years. Their simultaneous display appears on the next page, for the school and financial characteristics. Little or no change in the community characteristics can be reported.

Comparison of School and Financial Characteristics for the Three Accountability School Years 1973-74, 1974-75, 1975-76

SCHOOL CHARACTERISTICS	'73-'74	'74-'75	'75-'76
Total enrollment	911,097	894,314	880,900
Average teacher salary	$11,164	$12,352	$13,363
Average administrator salary	$19,079	$20,837	$22,171
Average years' teaching experience	9.7	9.9	10.2
Average years' administrative experience	20.1	20.2	20.3
Percent staff master's degree or above	24.5	26.6	28.8
School-level pupil/staff ratio	19.6	18.8	18.4
Percent daily attendance	92.3	92.0	92.2
FINANCIAL CHARACTERISTICS			
Total cost per pupil	$996	$1,084	$1,263
Per pupil instructional cost	$742	$799	$912
Percent instructional cost	74.7%	73.7%	72.2%
Per pupil administrative cost	$27	$29	$37
Percent administrative cost	2.7%	2.6%	3.0%
Per pupil personnel services cost	$10	$11	$12
Percent personnel services cost	1.0%	1.0%	1.0%
Per pupil ancillary cost	$217	$245	$302
Percent ancillary cost	21.6%	22.7%	23.8%

From this tabulation, a number of interesting and encouraging trends may be identified:

1. The steady decline in total enrollments reflects the decrease in birthrates which began after the baby boom of the 1950's.
2. Teacher and administrator salaries have kept pace with the general rate of inflation.
3. Teacher and administrator qualifications have steadily improved in terms of experience and professional education.

4. The pupil/staff ratio has seen a consistent decline toward the optimally effective ratio.

5. The percent daily attendance, over the three accountability years, shows acceptable levels of stability.

6. Total per-pupil costs have not risen beyond what could be expected on the basis of inflation alone.

7. However, percent allocation of per-pupil costs to instruction per se has declined marginally, primarily because of the increase of the percent allocation to ancillary services, which include transportation, food services, teacher benefits, health services, and the like.

How does Maryland compare to other states in the Union? Each year, the National Center for Education Statistics (NCES), in the Education Division of the U.S. Department of Health, Education, and Welfare, publishes its Digest of Education Statistics. According to the most recent (1975) edition of this publication, Maryland compares to other states on some of its school and financial characteristics as follows:

1. The median number of school years completed by Maryland persons 25 years or over is exactly that of the United States as a whole: 12.1 years. (Census data, 1970)

2. However, the percent of persons in Maryland which extend their education beyond college is the second highest in the Nation (6.6%) after the District of Columbia (9.7%). (1970 Census)

3. Illiteracy in Maryland (1.9%) is well below that of the U.S. (2.4%), according to the U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-23, No. 8.

4. Measured in percent of per capita income (7.5%), Maryland spends slightly more than the U.S. (7.3%) on the education of its youth. (Source: Survey of Current Business, 1974)

5. The average daily attendance in Maryland, as a percent of the average daily enrollment (92.2%), is slightly below that of the U.S. (93.0%); but Maryland's average length of term in school days (180) is longer than for the country (178.7).

6. The average annual salary of Maryland's instructional staff ($13,282) compares favorably with that of the U.S. ($12,070).

In general, nothing about Maryland's school and/or educational finance characteristics, in comparison with the U.S. as a whole, gives cause for alarm or discouragement. To the contrary, in most of these characteristics Maryland takes a strong and healthy position among its sister states.

2.1 STATE LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

State of Maryland

MARYLAND
GARRETT
ALLEGANY
WASHINGTON
FREDERICK
CARROLL
BALTIMORE
HARFORD
CECIL
BALTIMORE CITY
HOWARD
KENT
ANNE ARUNDEL
QUEEN ANNES
MONTGOMERY
CAROLINE
PRINCE GEORGES
TALBOT
CALVERT
DORCHESTER
CHARLES
ST. MARYS
WICOMICO
SOMERSET
WORCESTER

State-Level Test Results

ITBS Results

By grade-level, Table 2 shows the state-level average grade equivalent scores on the ten subtests of the Iowa Tests of Basic Skills, together with the average Standard Age Scores, obtained from the nonverbal portion of the Cognitive Abilities Test. Because these average grade-equivalent scores were computed from student-level data, the difficulty of interpretation is eased somewhat, if they are thought of as descriptive of the "average" Maryland student, although such an actual person does not, of course, exist. There can be no question that the test results are more difficult to interpret than the figures on school and financial characteristics of the previous section. The reason is that dollars are dollars, and need only be counted. Similarly, students and teachers of various categories, need only be identified and counted. The test results, however, represent a higher level of measurement on the students' achievement attributes and are more subject to error or varying points of view on what the students were supposed to have learned. Yet, the large question remains: Are the observed average grade equivalents good, bad, or indifferent?

An obvious approach to finding the answer to this question is a comparison with the "National Norms." Such a comparison is not as simple as was apparently supposed by a reporter recently who inquired "Why is Maryland below the National Norm"? Many people understand the term "National Norm" to be a scoring level which would be "normal" or "expected" for an average student at a particular grade level. But no such meaning is implied in the official use of this term by those who established the norms, nor by those who make professional reference to them. The facts of the matter are these: Between October 12 and November 13, 1970, the publishers of the Iowa Tests of Basic Skills administered their test battery to a large sample of students from all over the United States. This sample, referred to as the National Norm Sample, was selected in such a way as to represent a cross section of the elementary schoolchildren in the Nation. The tests were scored and the results statistically treated so that a particular test score could be expressed as a grade equivalent. For example, the average grade equivalent obtained by third-graders in the National Norm Sample was 3.7 on all subtests. Thus, when we notice that the average Maryland third-grade student scored 3.66 on the Vocabulary and 4.24 on the Spelling subtests, it is correct to say that the average Maryland third-grader scored slightly lower in Vocabularly and substantially higher in Spelling than the average third-grader in that 1970 sample. But it is an entirely different matter to say how either of these scores compare to what would be "normal" or "expected" for that Maryland third-grader.

At this juncture, a number of important factors begin to play a role. First, the kind of classroom experiences, curriculum exposure, learning activities, teacher emphasis on certain skills, and environmental expectations begin to differentiate between the "normality or expectancy" of the Maryland and National Norm Sample student; then the personal ability levels, home backgrounds, aptitudes, and interests set the two still further apart; and last, but not least, there is the problem of National trends in test scores. It is well known that in the last decade the scores on standardized tests have dropped off across the Nation. This means that comparing the 1976 Maryland Accountability Assessment results to National Norms is really a matter of comparing how our students performed on a particular test this year with a sample of students who took this test some six years ago. We do not say that any such comparison of Maryland averages with the National Norms is meaningless. The above remarks were intended to caution against an overinterpretation of the data; not to recommend throwing them away. In spite of the many enthusiastic suggestions from some quarters to do just that, there is much to be gained from a thoughtful inspection of the test results.

Most importantly, a consideration of the knowledge, understanding, and skills subsumed by the test items would hardly cause a parent or teacher to be indifferent as to whether or not their children had gained any proficiency in them. The old euphemism that we "don't want to teach to a test" is a poor excuse indeed for failing to provide the kind of education which will help our children acquire such basic skills as are essential to their social and intellectual development. When a particular test samples these basic skills, as the Iowa Tests of Basic Skills certainly does, then teaching our children these skills is the issue, and "teaching to the test" becomes merely a distracting platitude. The scores our children obtain on the tests can be very useful indeed, as barometric indicators of how well we are succeeding. But they cannot be used to determine if a child is "normal," "meeting expectations," or even "up to par."

With respect to an individual student, the way that student scores on the ITBS can, when looked at in conjunction with much additional information on that student, provide some diagnostic insight into the student's learning difficulties. At least the publishers claim this, and many successful educators agree with them. However, any such diagnostic informational content is lost once we start collecting large numbers of test scores and compute averages. Since the Maryland Accountability Report deals only with such averages, and those for very large numbers of students, it should be clearly understood that the data can function only as indicative of achievement levels, and not as diagnostic indicators of differential school effectiveness. Only a carefully-designed process evaluation can hope to achieve this to some extent (see Chapter 5.)

With all these precautions in mind against both a stringent overinterpretation and an unwarranted ignoring of the data, what does Table 2 tell us about the basic skills achievement of the "average" Maryland student? Below are some pertinent observations, by grade-level, which together comprise a partial answer to this question.

1. The average third-grader in Maryland scored the same, or better, on all subtests, as did the average third-grader in the 1970 Norm Sample. When Maryland's grade equivalents are rounded off to the same one decimal place in which the Norm Sample data are published, they are seen to be the Norm average of 3.7 in Vocabulary, Reading Comprehension, Mathematical Concepts, Mathematics Problems, and Mathematics Total. In the language subskills of Spelling (GE = 4.2), Capitalization (GE = 4.1), Punctuation (GE = 4.2), and Language Usage (GE = 3.9), the Maryland third-grader scored well ahead of the Norm average of 3.7, culminating in a Language Total of GE = 4.1, which falls

in the top 25 percent of the Norm Sample. When viewed in the light of an average Standard Age Score of 101.5, as compared to the Norm Sample's average of 100, these results are most encouraging.

2. The average fifth-grader in Maryland scored pretty much the same on the language skills subtests as did the average fifth-grader in the 1970 Norm Sample (GE = 5.7). Only in Language Usage a slight depression is seen for Maryland (GE = 5.5), as compared to the Norm Sample's GE = 5.7; however, this depression was not large enough to prevent the Maryland average fifth-grader from obtaining the GE = 5.6 in Language Total, which is also the Norm Sample's fifth-grade average. In Mathematics, the story is the same. Maryland's average fifth-grade GE in Mathematics Concepts is the Norm Sample's average of 5.7, with Mathematics Problems lagging slightly (GE = 5.4 vs 5.7), but not so much as to prevent an achievement of the Norm Sample's average of 5.6 in Mathematics Total. For Vocabulary (GE = 5.3) and Reading Comprehension (GE = 5.3) the results are somewhat different. Both of these are slightly short of the 5.7 average in the Norm Sample.

3. The average seventh-grader in Maryland scored uniformly below the average seventh-grader in the 1970 Norm Sample. The differences range from the largest in Reading Comprehension (.8 of a grade equivalent) to the smallest (.4 of a grade equivalent) in Mathematical Concepts.

4. The average ninth-grader in Maryland also scored uniformly below the average ninth-grader in the 1970 Norm Sample. Here, the differences range from the largest in Language Usage (one grade equivalent) to the smallest (.8 of a grade equivalent) in Mathematical Problems.

In general terms, it may be summarized from the above observations that Maryland's third- and fifth-graders scored better, or right along with their 1970 Norm Sample counterparts; the Maryland seventh- and ninth-graders, however, fell short of the seventh- and ninth-grade averages in the Norm Sample. To judge the good, bad, or indifference of these results, two important points should be considered in addition to the cautions already set forth previously:

1. The standard deviations shown in Table 2 are UNIFORMLY and CONSISTENTLY larger than those for the National Norm Sample, in all subtests, for every grade level. Since the standard deviation is a measure of variability, or dispersion, among the scores, this relationship indicates that the National Sample was a more homogeneously performing group of students than the Maryland students, taken as a group. This information constitutes an important clue as to possible differences in the composition of the two groups. Since no accurate and complete socio-demographic data are available for a careful comparative study, such possible differences can only be surmised. However, it is known that the percentages of students in large inner-city schools and those coming from lower socio-economic backgrounds are larger in the Maryland school population of today than they were in the National Norm Sample.

2. If any systematic deviation exists in Maryland's curricular emphasis from that which characterized the learning experiences of the 1970 Norm Sample students, such a deviation would at once have an accumulative effect, producing larger score differences at the higher grade levels.

Pursuant to these two observations, it is instructive to extend the comparison of Maryland's test results with those of the 1970 Norm Sample beyond their averages. For four of the major subtests, this extension is done in the table on the next page. If Maryland's distribution of scores had been identical to that of the Norm Sample, the entries of every row in this table would have been 16 percent, 68 percent, and 16 percent, for the three columns respectively. The extent that these percentages "migrated" to the left or right, they function as indicators of how the Maryland students score below or above the Norm Sample. From this table, the superior performance of Maryland's third-graders is at once apparent. At the same time, it is also apparent that the performance of the seventh- and ninth-graders is not nearly as depressing as an inspection and comparison of their averages alone might indicate. Obviously, the vast majority of our "middle schoolers" perform well within a range, or even beyond, where the majority of the National Sample students scored. The statistical indications are strong that the lowering of averages was caused by a plurality of very low-scoring students in Maryland (at the seventh- and fifth-grade levels) as compared with the Norm Sample. However, it is immediately necessary to refrain from typing these lower-scoring students as "culprits." Quite to the contrary, there is evidence of performance beyond expectation, especially for these students. The evidence is this: in the course of preparing for the all-important Process Evaluation mentioned in Chapter 5, a careful analysis was performed of the test results over all three years of the Accountability Program. This analysis took into account the ability levels of the students in assessing their test performance. As it turned out, large numbers of schools populated with low-scoring students nevertheless were shown to have succeeded in helping their students acquire basic skill levels well beyond their expectation. Such schools deserve a royal commendation for their diligent efforts, and are no doubt responsible for the bottoming-out of the downward trend in achievement.

This leveling-off, and probable first step toward resurgence, is evidenced in Table 2A which displays the Maryland data for the four major subtests over the three Accountability Assessment years. A discussion of this trend follows that table in question-and-answer format.

Comparison of Maryland Achievement to National Norms on Four ITBS Subtests

	Percent of Maryland Students Scoring		
	1 SD below Norm	Norm ± 1 SD	Above Norm + 1 SD
VOCABULARY			
Grade 3	19%	63%	18%
Grade 5	26%	61%	13%
Grade 7	31%	60%	9%
Grade 9	31%	60%	9%
READING COMP			
Grade 3	18%	63%	19%
Grade 5	25%	63%	12%
Grade 7	31%	61%	8%
Grade 9	31%	60%	9%
LANGUAGE TOTAL			
Grade 3	12%	56%	32%
Grade 5	17%	65%	18%
Grade 7	25%	64%	11%
Grade 9	27%	63%	10%
MATH TOTAL			
Grade 3	20%	59%	21%
Grade 5	22%	59%	19%
Grade 7	27%	60%	13%
Grade 9	30%	59%	11%

TABLE 1. STATE LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
4,089,000	$13,474	11.24

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.1	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
880,900	$13,363	$22,171	10.2	20.3

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
28.8%	18.4	92.2%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,262.80	$911.84	72.2%	$37.39

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.0%	$12.06	1.0%

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STATE OF MARYLAND

TABLE 2. STATE LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	61,721	94.28	879	101.5	16.64	3.66	1.19
	5	67,571	95.08	861	102.9	16.47	5.30	1.61
	7	75,105	88.50	240	102.7	16.71	6.88	1.96
	9	73,657	86.77	221	104.5	17.11	8.48	2.12
(2) READING COMPREHENSION (ITBS)	3	61,721	94.14	879	101.5	16.64	3.73	1.28
	5	67,571	95.03	861	102.9	16.47	5.33	1.54
	7	75,105	88.61	240	102.7	16.71	6.87	1.82
	9	73,657	86.72	221	104.5	17.11	8.41	2.03
(3) SPELLING (ITBS)	3	61,721	94.12	879	101.5	16.64	4.24	1.38
	5	67,571	94.92	861	102.9	16.47	5.66	1.81
	7	75,105	87.92	240	102.7	16.71	7.04	2.16
	9	73,567	86.16	221	104.5	17.11	8.45	2.35
(4) CAPITALIZATION (ITBS)	3	61,721	94.12	879	101.5	16.64	4.10	1.36
	5	67,571	94.91	861	102.9	16.47	5.71	1.75
	7	75,105	87.94	240	102.7	16.71	7.14	2.16
	9	73,657	86.12	221	104.5	17.11	8.63	2.36
(5) PUNCTUATION (ITBS)	3	61,721	94.09	879	101.5	16.64	4.23	1.47
	5	67,571	94.88	861	102.9	16.47	5.65	1.69
	7	75,105	87.88	240	102.7	16.71	6.96	2.12
	9	73,657	86.03	221	104.5	17.11	8.43	2.31

TABLE 2. STATE LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	61,721	94.03	879	101.5	16.64	3.91	1.39
	5	67,571	94.84	861	102.9	16.47	5.48	1.75
	7	75,105	87.99	240	102.7	16.71	7.00	2.13
	9	73,657	86.06	221	104.5	17.11	8.35	2.36
(7) LANGUAGE TOTAL (ITBS)	3	61,721	93.62	879	101.5	16.64	4.13	1.24
	5	67,571	94.58	861	102.9	16.47	5.64	1.55
	7	75,105	87.32	240	102.7	16.71	7.06	1.90
	9	73,657	84.90	221	104.5	17.11	8.49	2.09
(8) MATHEMATICAL CONCEPTS (ITBS)	3	61,721	94.29	879	101.5	16.64	3.72	1.04
	5	67,571	94.21	861	102.9	16.47	5.65	1.53
	7	75,105	88.14	240	102.7	16.71	7.29	1.80
	9	73,657	86.45	221	104.5	17.11	8.72	2.02
(9) MATHEMATICAL PROBLEMS (ITBS)	3	61,721	94.23	879	101.5	16.64	3.67	1.11
	5	67,571	94.17	861	102.9	16.47	5.42	1.39
	7	75,105	88.09	240	102.7	16.71	6.99	1.75
	9	73,657	86.37	221	104.5	17.11	8.47	2.01
(10) MATHEMATICAL TOTAL (ITBS)	3	61,721	94.17	879	101.5	16.64	3.71	1.02
	5	67,571	94.14	861	102.9	16.47	5.55	1.38
	7	75,105	87.91	240	102.7	16.71	7.16	1.68
	9	73,657	86.03	221	104.5	17.11	8.62	1.91

STATE OF MARYLAND

TABLE 2A. STATE LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	99.6	100.5	101.5
	5	100.8	101.5	102.9
	7	101.1	101.4	102.7
	9	102.2	102.1	104.5
VOCABULARY (ITBS)	3	3.52	3.56	3.66
	5	5.25	5.25	5.30
	7	6.91	6.85	6.88
	9	8.60	8.48	8.48
READING COMPREHENSION (ITBS)	3	3.57	3.63	3.73
	5	5.31	5.29	5.33
	7	6.93	6.87	6.87
	9	8.42	8.42	8.41
LANGUAGE TOTAL (ITBS)	3	3.93	4.01	4.13
	5	5.50	5.53	5.64
	7	7.05	6.98	7.06
	9	8.52	8.46	8.49
MATHEMATICAL TOTAL (ITBS)	3	3.61	3.63	3.71
	5	5.53	5.50	5.55
	7	7.23	7.12	7.16
	9	8.72	8.60	8.62

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

DISCUSSION OF TABLE 2A

STATE LEVEL DATA

With three years of test results displayed side by side in Table 2A, some questions on trend naturally arise. Many conservative, pure statisticians would no doubt prefer to be noncommittal on the grounds that the differences are too small over too few years to permit an identification of clear trends. However, if appropriate safeguards are taken against over-interpretation of the data, some questions can be answered tentatively about what is happening to the performance levels of Maryland's students.

Q. Are the observed differences in average grade equivalents "real"? (e.g., did the average third-grader in Maryland really score higher in Year I than in Year II and higher in Year III than in Year II?)

A. Yes. The problem of "real differences" in average grade equivalents is one of sampling error. But with the number of students tested ranging from 85 per cent to 97 per cent of all students in Maryland, the sampling error is so small that nearly all observed differences are statistically significant and reflect "real" changes in the average grade equivalents.

Q. Does this mean that wherever we see ups or downs from year to year our students, at fixed grade levels, are getting better or worse in the basic skills being tested?

A. Not necessarily. The extent to which average grade equivalents reflect true performance levels has to do with the standard error of the test. As it turned out, this works in favor of an encouraging trend in Table 2A. The largest observed drop* is only 19 per cent of a standard error. Few responsible educators would interpret this as being anything other than a shift caused by measurement error. But the largest observed increase+ is nearly (91 per cent) a full standard error, which represents an educationally significant improvement.

---

* A drop of .12 GE, ninth grade Vocabulary, from Year I to Year II. The standard error of the vocabulary subtest is .64 GE for the ninth grade.

+ An increase of .21 GE, third grade Language Total, from Year I to Year III. The standard error of the language total subtest is .23 GE for the third grade.

Q. In view of such complicated issues, can anything be said about the trend in Maryland which makes common sense?

A. Yes. In the tabulation following, all grade equivalents have been translated into National Norm percentile ranks, as descriptions of "Maryland's average student."

	Year I	Year II	Year III
Third Grade			
Vocabulary	45	45	48
Reading Comp	46	48	50
Language Total	57	59	63
Math Total	49	50	52
Fifth Grade			
Vocabulary	39	39	40
Reading Comp	39	39	40
Language Total	47	48	50
Math Total	48	47	48
Seventh Grade			
Vocabulary	34	33	34
Reading Comp	36	36	36
Language Total	41	40	41
Math Total	42	39	40
Ninth Grade			
Vocabulary	36	34	34
Reading Comp	35	35	35
Language Total	39	39	39
Math Total	38	36	36

From an inspection of these percentile ranks, the following statements can be made with some confidence:

1. The third grade shows a steady year to year improvement in all subtests.
2. No steady decline is observed in any grade on any subtest.
3. Wherever there was a drop from Year I to Year II, a regain was made or the line was held in Year III.

4. Whereas the third grade has come to reside solidly within the center of the National Norm Sample, the higher grades still have a long way to go toward this position. This is particularly true of the ninth grade.

Of course, whether the observed improvements will be steadily continued or not, cannot be predicted from the data. Nor is it possible to say if the pattern of gain after loss represents an initial faltering, followed by steady improvement, or whether this is the beginning of a zig zag pattern.

Maryland Functional Reading Test Results

Table 3 shows, by grade, the percent of students in Maryland achieving competency in the four skill categories measured by the Maryland Functional Reading Test and on the total test. "Achieving competency" on the test is defined as "answering correctly at least 80 percent of the items in a category and on the total test."

Tables A and B summarize the State results in the self-report section of the test entitled "Attaining Personal Development Through Reading Activities."

The data in Tables 3, A, and B although containing only baseline information, suggest the following:

- 35 out of every 100 students in Grade 7 need a total functional reading component as part of their reading program
- 20 out of every 100 students in Grade 11 need a total functional reading component as part of their reading program
- 63 out of every 100 students in Grade 7 indicated they are good readers and 80 out of every 100 indicated they understand what they are required to read in school; however, only 32 out of every 100 students indicated they spend three or more hours each week reading
- 51 out of 100 students in Grade 7 need motivation in positive attitudes about reading as well as in developing reading skills
- Less than half of the seventh-grade students (46 out of 100 and 43 out of 100 respectively) indicated they read once a week about either their hobbies or jobs in which they are interested

- 59 out of 100 students in Grade 11 indicated they are good readers and 80 out of 100 indicated they understood what they are required to read in school; however, only 32 out of 100 students indicated they spend three or more hours reading each week

- 60 out of 100 students in Grade 11 need motivation and positive attitudes about reading as well as to develop skills

- About one-half of the eleventh grade students (45 out of 100 and 56 out of 100, respectively) indicated they read once a week about their hobbies or jobs in which they are interested

Additional insights from the test results which are being considered for program implementation are as follows:

- The Contrast with the 1975 Iowa Tests of Basic Skills Results:

  The Maryland Functional Reading Tests show more Grade 11 students scoring at the desired competency level (80-100 percent of the items answered correctly) than Grade 7 students. The reverse is true of students' scores in Maryland on the Iowa Tests of Basic Skills which assess literal comprehension and compare the results with the performance of a national group of students. Here, Maryland students scored better at the lower-grade than the upper-grade level. This contrast of scoring may be due to a stress on the skills of literal comprehension in the early grades, while the upper grades concentrate on using the process of reading for learning content. Moreover, the additional life experiences with functional reading materials and their application by Grade 11 students as compared to Grade 7 students may contribute to the greater incidence of functional competencies among eleventh graders.

- Reading Habits:

  Both Grade 7 and 11 students reflect highly positive attitudes about their reading skills; yet, many students are not selecting reading as a personal activity. The personal use of reading appears to decline even more by Grade 11. This tendency away from the written word may reflect the common societal use of other media instead of reading materials by the adults of society.

- Student Selectivity:

  The number of students tested in Grade 7 was 67,384 and in Grade 11 was 54,844. There were 12,540 fewer students tested in Grade 11. This difference probably results in a more select group of students being tested in Grade 11 than in Grade 7.

- Contrasts for Instructional Programming at the State Level:

  Ranking four functional reading categories by instructional needs shows the following order of priority for:

Grade 7	Grade 11
1. Gaining Information	1. Locating References
2. Understanding Forms	2. Understanding Forms
3. Locating References	3. Gaining Information
4. Following Directions	4. Following Directions

In each school system and at each school, educational programming must be built upon the particular needs of students.

TABLE 3. STATE LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST.

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY*		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY*	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	67,384	46,415	68.9	54,844	38,556	70.3
II. Understanding Forms	67,384	41,653	61.8	54,844	43,610	79.5
III. Gaining Information	67,384	37,896	56.2	54,844	44,247	80.7
IV. Following Directions	67,384	48,395	71.8	54,844	45,991	83.9
TOTAL TEST	67,384 (89.8)**	43,928	65.2	54,844 (87.2)**	44,064	80.3

* "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

TABLE A. MARYLAND FUNCTIONAL READING TEST STATE LEVEL RESULTS, GRADE 7

SUMMARY OF RESPONSES TO QUESTIONS ABOUT INDIVIDUAL READING PREFERENCES

---

1. Percentage of students who indicated they read about once a week "or almost every day" about their hobbies.
45.9%

2. Percentage of students who rated themselves a "good" to "excellent" reader.
63.3%

3. Percentage of students who indicated that they felt they understood the reading they were required to do in school always or most of the time.
80.2%

4. Percentage of students who indicated they spent three or more hours a week reading for fun during their vacations from school.
32.2%

5. Percentage of students who indicated they often read about the kind of job they might like to do sometime almost every day or about once a week.
43.2%

6. Percentage of students who indicated that they enjoyed reading as a spare-time activity.
49.2%

TABLE B. MARYLAND FUNCTIONAL READING TEST STATE LEVEL RESULTS, GRADE 11

SUMMARY OF RESPONSES TO QUESTIONS ABOUT INDIVIDUAL READING PREFERENCES

---

1. Percentage of students who indicated they read about once a week "or almost every day" about their hobbies.
   56.2%

2. Percentage of students who rated themselves as "good" to "excellent" readers.
   59.2%

3. Percentage of students who indicated that they felt they understood the reading they were required to do in school always or most of the time.
   79.7%

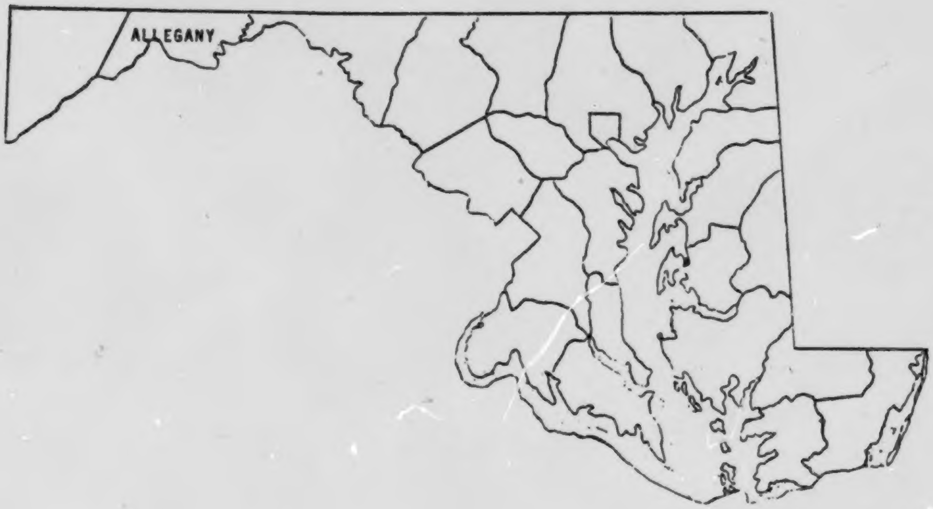
4. Percentage of students who indicated they spent three or more hours a week reading for fun during vacation from school.
   32.4%

5. Percentage of students who indicated they often read about the kind of job they might like to do sometime almost every day or about once a week.
   44.7%

6. Percentage of students who indicated that they enjoyed reading as a spare time activity.
   40.4%

2.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Allegany County



Philosophy

The Allegany County school system has always maintained a priority commitment to the development of learning programs designed to meet the varying ability levels, needs, and interests of the students we serve. Additionally, we are completely aware that evaluation is an integral part of curriculum design, and that the evaluation processes function not only to assess student achievement, but also to identify the effectiveness of the programs of instruction.

Systematic Approach

The Maryland Accountability Program has been supportive in evolving a systematic approach to instructional improvement. We have found the MAP supportive in our development process in the following ways:

- Review of Allegany County instructional goals and objectives for the basic skills in reading, mathematics, and writing in order to identify the expectancies of the state testing program that correspond to our local expectancies;

- Utilization of test-score-item analysis to help schools identify possible program strengths and weaknesses which in turn make it possible to analyze school programs with respect to the county curriculum; and

- An ongoing study of accumulated test data to identify schools that have developed promising instructional practices, to analyze these instructional practices, and to utilize this information in the improvement of instructional programs throughout the county.

Interpretation and Presentation

Test results were reported at a public meeting of the Board of Education of Allegany County and disseminated to representatives of the local radio stations and newspapers.

Individual student results were reported during parent-conference time in which 97% of the parents at the elementary level participated. At the secondary level, student, school, and county results were sent home with a letter of explanation. Parent conferences for interpretation of the results were encouraged. MAP and test results were topical presentations to numerous Parent-Teacher Association meetings during the school year. Public and professional reaction to test results was positive.

An analysis of the 1975-76 MAP test-score data seems to indicate that the students in Allegany County maintain average GE scores slightly above state levels. A review of the relationship of local achievement scores to Maryland norms, by skill areas, indicates that a number of school programs need to be studied because of the significant differences shown in the statistically controlled printout analysis. The vast majority of the starred (*) differences are positive.

Local Assessment

Allegany County testing efforts have been incorporated as an extension of the Maryland Accountability Assessment Program. The ITBS and the MBSRMT scores are used as first indicators of marked deficiencies in the ninth grade in conjunction with the Metropolitan Achievement Test in mathematics; while the Gates-MacGinitie Reading Survey Test and the Sanford Diagnostic Reading Test are used in reading. Teachers of English are involved in a study of evaluation procedures aimed at emphasizing the mastery of some writing skills not measured by the ITBS. Selected schools participated in a pilot project of a special reading program under Title IV-C.

Program Modification

Efforts have been made to modify and improve the instructional programs in reading, mathematics, and writing in Allegany County. Modification and improvement have occurred in varied ways in the basic skills program. Instructional objectives at the school level are being reviewed and modified. A program orientation concerning standards for a successful reading program will be completed. A functional reading program has been introduced in all schools The ITV reading series has been utilized through the county. Results of the special reading project under Title IV-C will be disseminated to other schools. System-wide in-service programs in developing writing skills have been conducted in the elementary and the secondary schools. Mathematics in-service programs have been held in various schools, K-12, using ITBS test results and item analysis. Work continued on the development of a continuous program of mathematics, K-12.

Unmet Needs

Many of the unmet needs encountered with respect to the MAP are fiscal by nature. The need for additional staff to provide for remediation and for a program for the talented is one example. A need exists for a staff member who would be responsible for research analysis and coordination of the program of evaluation. Additional monies are needed to provide for an ongoing program of in/service in the skill areas and to provide for continued program modification and implementation. Funding is needed, not only to make additional testing possible, but to develop methods for measuring all objectives of the instructional program, both those which are affective and cognitive by nature in all areas of the curriculum.

Comments

The Accountability Program was imposed upon the LEA's with little or no state financial support. In many instances, LEA opinions are sought after decisions are made. Efforts to coordinate the MAP with LEA recommendations and advisement should be made. An apparent need exists for a more coordinated effort to develop an accountability process that is an integral part of the instructional program design.

The professional educators of Allegany County believe that public education is one of society's most important institutions, and that it is imperative that we assume the responibility for evaluating and assessing all learning programs and educational processes. They feel that continued communication with all segments of the public is paramount.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
83,700	$9,036	13.3

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
11.6	11.9

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
15,993	$12,806	$18,680	12.1	21.9

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
38.8%	18.9	96.0%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,117.34	$779.46	69.8%	$23.85

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.1%	$7.43	1.0%

ALLEGANY COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	1,049	92.09	26	102.8	14.99	4.04	1.04
	5	1,186	95.19	26	105.5	15.14	5.66	1.44
	7	1,373	92.94	8	105.7	14.82	7.49	1.97
	9	1,376	91.28	8	104.7	15.04	8.98	1.98
(2) READING COMPREHENSION (ITBS)	3	1,049	92.09	26	102.8	14.99	4.03	1.14
	5	1,186	95.19	26	105.5	15.14	5.62	1.41
	7	1,373	92.94	8	105.7	14.82	7.35	1.64
	9	1,376	91.28	8	104.7	15.04	8.38	1.80
(3) SPELLING (ITBS)	3	1,049	92.09	26	102.8	14.99	4.67	1.24
	5	1,186	95.19	26	105.5	15.14	6.01	1.73
	7	1,373	92.94	8	105.7	14.82	7.43	1.98
	9	1,376	91.28	8	104.7	15.04	8.59	2.25
(4) CAPITALIZATION (ITBS)	3	1,049	92.09	26	102.8	14.99	4.68	1.24
	5	1,186	95.19	26	105.5	15.14	6.47	1.72
	7	1,373	92.94	8	105.7	14.82	8.09	2.10
	9	1,376	91.28	8	104.7	15.04	9.43	2.31
(5) PUNCTUATION (ITBS)	3	1,049	92.09	26	102.8	14.99	4.90	1.40
	5	1,186	95.19	26	105.5	15.14	6.18	1.67
	7	1,373	92.94	8	105.7	14.82	7.68	2.09
	9	1,376	91.28	8	104.7	15.04	8.99	2.27

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	1,049	92.09	26	102.8	14.99	4.23	1.31
	5	1,186	95.19	26	105.5	15.14	5.70	1.72
	7	1,373	92.94	8	105.7	14.82	7.22	2.11
	9	1,376	91.28	8	104.7	15.04	8.41	2.33
(7) LANGUAGE TOTAL (ITBS)	3	1,049	92.09	26	102.8	14.99	4.62	1.14
	5	1,186	95.19	26	105.5	15.14	6.09	1.53
	7	1,373	92.94	8	105.7	14.82	7.60	1.84
	9	1,376	91.28	8	104.7	15.04	8.86	2.03
(8) MATHEMATICAL CONCEPTS (ITBS)	3	1,049	92.09	26	102.8	14.99	4.05	0.98
	5	1,186	95.19	26	105.5	15.14	6.05	1.43
	7	1,373	92.94	8	105.7	14.82	7.54	1.62
	9	1,376	91.28	8	104.7	15.04	8.74	1.83
(9) MATHEMATICAL PROBLEMS (ITBS)	3	1,049	92.09	26	102.8	14.99	3.88	1.01
	5	1,186	95.19	26	105.5	15.14	5.66	1.34
	7	1,373	92.94	8	105.7	14.82	7.26	1.63
	9	1,376	91.28	8	104.7	15.04	8.54	1.85
(10) MATHEMATICAL TOTAL (ITBS)	3	1,049	92.09	26	102.8	14.99	3.96	0.95
	5	1,186	95.19	26	105.5	15.14	5.86	1.31
	7	1,373	92.94	8	105.7	14.82	7.40	1.53
	9	1,376	91.28	8	104.7	15.04	8.64	1.73

ALLEGANY COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	102.2	103.0	102.8
	5	105.5	104.2	105.5
	7	105.4	103.0	105.7
	9	107.1	104.1	104.7
VOCABULARY (ITBS)	3	3.84	3.90	4.04
	5	5.59	5.53	5.66
	7	7.74	7.70	7.49
	9	9.30	9.21	8.98
READING COMPREHENSION (ITBS)	3	3.97	3.94	4.03
	5	5.57	5.60	5.62
	7	7.14	7.24	7.35
	9	8.71	8.55	8.38
LANGUAGE TOTAL (ITBS)	3	4.46	4.48	4.62
	5	5.83	5.90	6.09
	7	7.48	7.75	7.60
	9	8.95	8.90	8.86
MATHEMATICAL TOTAL (ITBS)	3	3.90	3.83	3.96
	5	5.78	5.82	5.86
	7	7.38	7.34	7.40
	9	8.91	8.63	8.64

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

TABLE 3. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY ‡		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY ‡	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	1,337	1,026	76.7	1,254	875	69.8
II. Understanding Forms	1,337	977	73.1	1,254	967	77.1
III. Gaining Information	1,337	908	67.9	1,254	986	78.6
IV. Following Directions	1,337	1,103	82.5	1,254	1,052	83.9
TOTAL TEST	1,337 (97.4)**	1,026	76.7	1,254 (95.6)**	1,000	79.7

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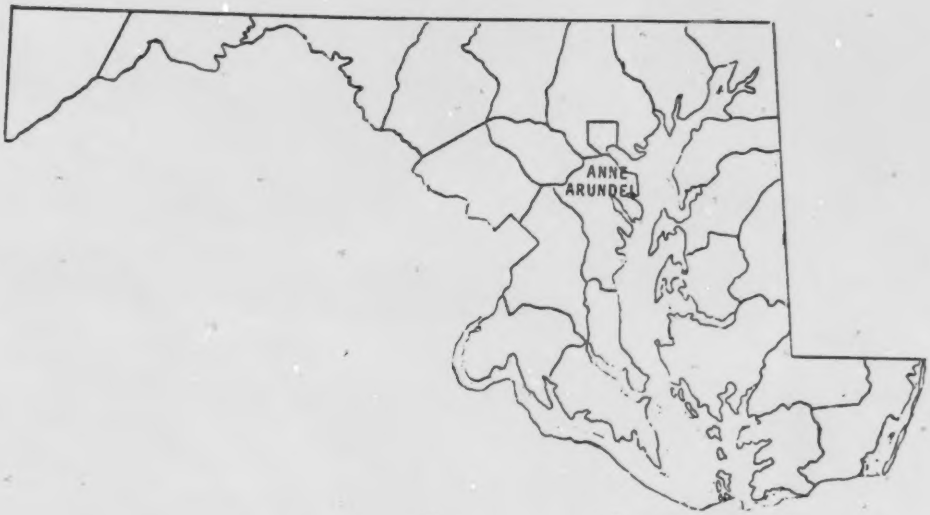
* "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

2.2 LOCAL SCHOOL SYSTEM--ACCOUNTABILITY ASSESSMENT INFORMATION

Anne Arundel County



Present Status of the Accountability Program

Goal and Objective-Setting Activities Status. The Anne Arundel County public schools, in accordance with legislative mandate, has actively developed and implemented a program of public accountability. Countywide goals and objectives in reading, writing, and mathematics have been completed, as have school-level goals and objectives in every school. These were developed by committees of teachers, administrators, coordinators, parents, and students under the leadership of the appropriate program coordinator for the county-wide goals and objectives, or by the school principal for the school-level goals and objectives.

These county-wide and school-level goals are also compatible with the overall "Goals for Instruction" of the local Board of Education and the appropriate program goals adopted by the State Board of Education.

Objective-Setting Activities. Specific measurable county-wide objectives under each program goal in reading, writing, and mathematics were prepared as county-wide objectives for all schools. These comprised the overall objectives of the program for "average" students, and have been divided for each program into four levels: Kindergarten - Grade 2; Grades 3 - 5; Grades 6 - 8; and Grades 9 - 12.

The exact procedures for establishing these objectives can be found in the 1974 Anne Arundel County Accountability Report (pp. 4-23 through 4-28). Since the county was one year ahead of the state in implementing the required accountability program, the objective-setting procedures were completed last year.

By February 1975, each school had submitted in writing to the Associate Superintendent for Instruction a statement of its adopted objectives by level in reading, writing, and mathematics. The careful coordination of activities and personnel at all levels of goal and objective writing were obvious when, in February 1975, only one school was found to have its goals and objectives returned for further refinement.

Two illustrations of the careful planning and coordination of school-level goal-and objective-setting in Anne Arundel County are Oak Hill Elementary School and George Fox Junior High School. The processes at these schools, though not identical, emphasized in both cases:

- Examination of state and county goals and county program objectives;
- Determination of student abilities by use of state-, county-, and teacher-made tests, teacher interviews, and other locally-constructed instruments;
- Recognition of student needs by comparing student abilities to the state and county goals and objectives, and noting those student needs that were not included in the state or county documents;
- Needs in order of priority;
- Writing goals and objectives using local school, area, Citizens Advisory Council, and PTA personnel as consultants; and
- Evaluation of the current school program in light of the school's goals and objectives.

The completion of the school-level goals and objectives has allowed the Anne Arundel County schools to move beyond accountability activities legislated at the state level. Countywide general goals and objectives have been established in all other program areas beyond reading, writing, and mathematics. These include goals for instructional programs, such as social studies and science, as well as goals for service programs such as counseling. Further, specific measurable objectives for all of these program areas were prepared and approved by the Board of Education during the 1975-76 school year.

Local Assessment Activities

After both program and school objectives have been established, the most important tasks faced by teachers and students are to determine how to measure these objectives, and how to structure each child's instructional program based on those measures. To accomplish these tasks, the Anne Arundel County Public Schools developed a criterion-referenced testing program in reading and mathematics that was not only instructionally important but also instructionally unique within the State of Maryland. These tests are available for administration to students at all grade levels and provide the following services:

- A measure of program objectives and skills for each child -- those mastered, those not mastered, and those needing further improvement;
- A cross-referenced list of all instructional materials in the county on the objectives and skills needed to be met by a particular child; and
- A flexible grouping of the children within a given teacher's classroom according to skill strengths and weaknesses, which should permit a more efficient instructional program.

This testing program is now in its second year. Hopefully, it will provide a continuing vehicle for the practical implementation of an individualized curriculum for each child.

It is often true that local school objectives go beyond program objectives and those, too, need assessment. Two schools in Anne Arundel County are currently participating in a "Pilot Accountability Program," which is directed at developing assessment tools at the school level. This project, under the joint sponsorship of the Maryland State Teachers Association, the National Education Association, and the Maryland State Department of Education, is being conducted at Southern Senior High School and Marley Glen Special School, a pattern school for Maryland Special Education Centers. Its task is fundamentally that of carrying accountability to the smallest local unit, which permits schools to meet and measure their own stated objectives directly.

Comments on Accountability Assessment Results

Now that the third year of testing is completed, two questions arise:

1. What do three years of test scores indicate?
2. What educational steps can be taken to maintain high performance and raise low performance?

The answer to the first question is that the three years of test scores indicate improved performance by the children of Anne Arundel County. Test results show that the educational programs utilized throughout the county have facilitated, in general, the performance of the children of Anne Arundel County at expected levels. As table 2A indicates, we have observed rising achievement-test scores in all areas tested and one may temporarily conclude that the test scores for the past three years indicate positive growth in student performance.

An examination of the second question is being conducted by the Process Accountability Committee that represents seven Maryland counties, including Anne Arundel. Under the direction of the Maryland State Department of Education, the committee is attempting to isolate those educational factors and ingredients that can be altered at the school level which will improve instruction. Concurrently, Anne Arundel County has continued to pursue similar studies begun in the past. Hopefully, the local-level and state-level studies will produce definitive results that indicate which educational factors should be changed in our schools.

Local instruments have been developed to assess needs in schools and to develop prescriptive-type programs. A system has been devised for pinpointing areas of instructional strengths and weaknesses in each county school and in instructional programs in general. As a result, a school or program director, in conjunction with principals and teachers, now has available information needed to plan curriculum development and revision activities, inservice programs for administrators and teachers, and other activities directly related to the improvement of teacher and student performance.

Program Modification Activities

The first-year results of accountability led to an increased priority placed on reading. Reading now is emphasized on a K-12 scope, with renewed interest placed in having a dual-focus program, i.e., a highly intensive development of reading skills in the elementary years, and maintenance and remediation of skills during the later years. Test results indicate that the emphasis on reading should be maintained and even intensified in some schools. They also indicate that mathematics programs and instruction should receive increased attention.

Unmet Needs for Resources to Permit Improvement of Program and Services

Lest it be forgotten, the accountability program is a state-mandated program. Thus, the resources needed to implement the program must be provided by each local unit. The taxpayer must realize that these resources mean money and, the larger the school system, the higher the bill. Last year, nearly 25,000 students participated in accountability testing in Anne Arundel County. This massive program requires support of the following types of resources: test materials; class time, including time for student, teacher, and administrator; data-processing services (e.g., system analysts, programmers, and computer time to process, score, and record eight subtests of the Iowa Tests of Basic Skills (ITBS) on 25,000 students, or a total processing of 200,000 tests and scores), and analyses of the results.

This program is expensive and, since the school system's budget is finite, an increasing price tag for accountability often means decreases elsewhere.

General Comments

The high cost of accountability demands that it become an integrally functioning part of the instructional system. It must provide to the students and schools a viable assessment of their progress and allow a method of plotting their instructional directions. This means that data must be accurate, quickly returnable, and accepted for planning. It should be noted that test data in Anne Arundel County are currently returned to students, parents, and schools in less than one month. Strategies for making instructional decisions, using the ITBS data as one of many resources, are also being studied.

One area in which the Maryland State Department of Education should receive positive recognition is in the method of data analysis -- multiple regression. This selection has not been without controversy, for although it is an analysis that is fair to all schools in Maryland and also permits school comparisons, it is abstruse to the layman.

Both the layman and the press are often misled by the abstrusiveness of the analysis technique and the complexities of the test. Specifically, there are two major sources of error in the data that often cause wide misunderstandings among the public. First, if one were to take any group of children and administer a test (e.g., the ITBS) and then retest the same children with an equivalent version of the same test one or two days later, one would find that the scores were not identical and varied slightly. In fact, scores could vary from one to six months, depending on the age and grade of the child. This does not indicate that children actually gained or lost knowledge miraculously, but rather that current testing instruments are just not that accurate. (In fact, this phenomenon is so well known to test makers it is called Standard Error of Measurement.) Thus, a score of 3.6 in vocabulary for a third-grade child could be interpreted as a score in the range of 3.3 to 3.9, but a more accurate measure is not possible with one test.

The second source of error occurs when all the student scores are combined to find the school mean because, just as each student score contributes to the mean, so does his Standard Error of Measurement associated with that score. It, therefore, follows that it is absurd for the state to report school scores as 3.61. If a child's score is 3.61 ±3 months, a school score cannot possibly be more accurate. A few months' deviation in scores is probably not too important, and only the foolhardy consider a part of a month important. Those scores that do differ significantly from others beyond chance and beyond the Standard Error of Measurement have been marked with an asterisk. Other scores should be contrasted with caution.

ANNE ARUNDEL COUNTY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
331,200	$13,810	7.2

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.2	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
77,929	$13,542	$21,477	9.4	19.0

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
24.9%	19.4	93.7%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,128.70	$859.92	76.2%	$31.41

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.8%	$14.64	1.3%

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	5,536	92.47	74	103.6	15.32	3.81	1.12
	5	6,115	93.00	73	104.9	15.81	5.54	1.53
	7	6,832	90.00	16	104.0	15.79	7.00	1.76
	9	6,612	89.13	14	106.1	16.31	8.60	1.97
(2) READING COMPRE-HENSION (ITBS)	3	5,536	92.56	74	103.6	15.32	3.83	1.22
	5	6,115	93.00	73	104.9	15.81	5.46	1.46
	7	6,832	89.96	16	104.0	15.79	6.97	1.71
	9	6,612	88.63	14	106.1	16.31	8.58	1.90
(3) SPELLING (ITBS)	3	5,536	92.36	74	103.6	15.32	4.32	1.36
	5	6,115	92.64	73	104.9	15.81	5.78	1.77
	7	6,832	89.18	16	104.0	15.79	7.00	2.07
	9	6,612	88.85	14	106.1	16.31	8.41	2.28
(4) CAPITAL-IZATION (ITBS)	3	5,536	92.36	74	103.6	15.32	4.12	1.33
	5	6,115	92.64	73	104.9	15.81	5.76	1.68
	7	6,832	89.24	16	104.0	15.79	6.79	1.98
	9	6,612	88.70	14	106.1	16.31	8.36	2.21
(5) PUNCTUATION (ITBS)	3	5,536	92.38	74	103.6	15.32	4.32	1.44
	5	6,115	92.62	73	104.9	15.81	5.78	1.59
	7	6,832	89.15	16	104.0	15.79	6.71	1.95
	9	6,612	88.57	14	106.1	16.31	8.21	2.26

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	5,536	92.36	74	103.6	15.32	4.01	1.36
	5	6,115	92.64	73	104.9	15.81	5.65	1.73
	7	6,832	89.10	16	104.0	15.79	6.96	2.04
	9	6,612	88.69	14	106.1	16.31	8.27	2.24
(7) LANGUAGE TOTAL (ITBS)	3	5,536	92.34	74	103.6	15.32	4.19	1.20
	5	6,115	92.62	73	104.9	15.81	5.74	1.50
	7	6,832	89.08	16	104.0	15.79	6,95	1.79
	9	6,612	86.65	14	106.1	16.31	8.34	1.95
(8) MATHEMATICAL CONCEPTS (ITBS)	3	5,536	92.56	74	103.6	15.32	3.78	0.95
	5	6,115	92.94	73	104.9	15.81	5.69	1.40
	7	6,832	89.92	16	104.0	15.79	7.25	1.63
	9	6,612	88.66	14	106.1	16.31	8.70	1.91
(9) MATHEMATICAL PROBLEMS (ITBS)	3	5,536	92.52	74	103.6	15.32	3.74	1.06
	5	6,115	92.94	73	104.9	15.81	5.47	1.32
	7	6,832	90.05	16	104.0	15,79	7.09	1.62
	9	6,612	88.93	14	106.1	16.31	8.50	1.84
(10) MATHEMATICAL TOTAL (ITBS)	3	5,536	92.49	74	103.6	15.32	3.76	0.95
	5	6,115	92.92	73	104.9	15.81	5.58	1.29
	7	6,832	89.64	16	104.0	15.79	7.17	1.52
	9	6,612	87.72	14	106.1	16.31	8.61	1.76

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	100.2	101.3	103.6
	5	100.3	102.5	104.9
	7	102.3	102.6	104.0
	9	103.6	102.0	106.1
VOCABULARY (ITBS)	3	3.57	3.60	3.81
	5	5.40	5.38	5.54
	7	6.96	6.88	7.00
	9	8.54	8.46	8.60
READING COMPREHENSION (ITBS)	3	3.61	3.67	3.83
	5	5.36	5.31	5.46
	7	6.93	6.98	6.97
	9	8.42	8.38	8.58
LANGUAGE TOTAL (ITBS)	3	3.99	3.90	4.19
	5	5.40	5.45	5.74
	7	6.87	6.82	6.95
	9	8.24	8.24	8.34
MATHEMATICAL TOTAL (ITBS)	3	3.55	3.63	3.76
	5	5.48	5.45	5.58
	7	7.10	7.09	7.17
	9	8.61	8.47	8.61

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

TABLE 3. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST

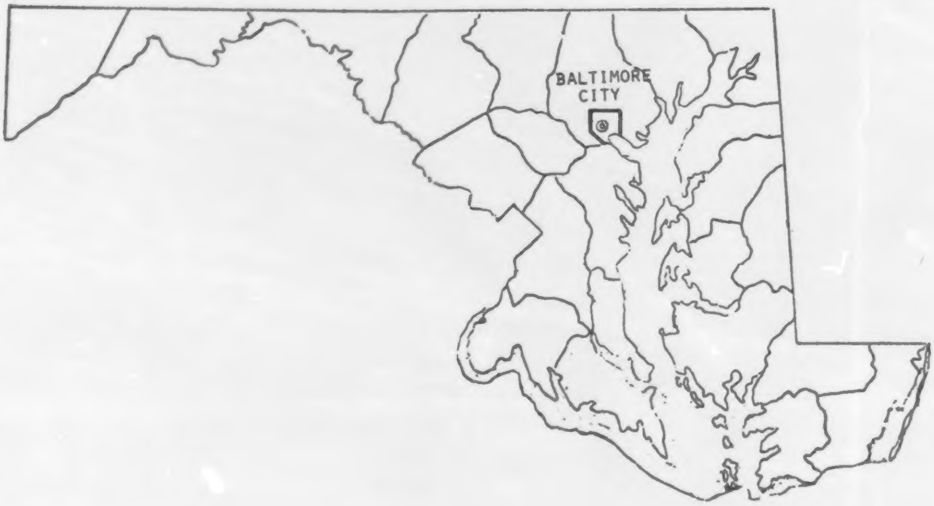
SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	5,684	4,098	72.1	4,719	3,367	71.3
II. Understanding Forms	5,684	3,649	64.2	4,719	3,835	81.3
III. Gaining Information	5,684	3,288	57.8	4,719	3,875	82.1
IV. Following Directions	5,684	4,313	75.9	4,719	4,073	86.3
TOTAL TEST	5,684 (83.5)**	3,892	68.5	4,719 (82.4)**	3,904	82.7

* "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

2.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Baltimore City



MAP Assistance In Improving Instructional Program

The Baltimore City Public Schools have been involved in a systematic approach for improving instruction. The Maryland Accountability Program was integrated into this approach and used in helping the System focus on 11 goals for strengthening the instructional program in the schools.

As a part of the systematic approach, the curriculum committee involved teachers in developing a redesign of secondary graduation requirements. A reading emphasis was placed in the secondary schools in the following courses:

English I
Reading Lab I

A systematic reading program is currently advocated for grades 9-12. This program involves reading teachers and English teachers. The ninth-grade curriculum was modified to address student deficiencies in mathematics as identified by the Iowa Tests of Basic Skills. Applied mathematics will be emphasized in grade 9 and in all mathematics labs.

Evaluation of progress is currently made by the system-wide goals as indicated by Accountability Report Year I.

Interpretation and Presentation of MAP Results to Both the Educational Community and the General Public

- Translated mathematics and reading objectives into curriculum guide and held in-service program in reference to a system reading guide for grades 1 through 4.
- Assigned reading teachers to every secondary school;
- Established mathetmatics writing labs in 19 senior high schools;
- Gave accountability results at press conference and emphasized the relationship of test results to socio-economic status of families;
- Discussed and analyzed test results with members of the Superintendent's cabinet. (This discussion was led by the Director of the Office of Pupil and Program Monitoring and Appraisal);
- Meeting with Senior Teachers and ISD representatives. (These meetings were directed by system-wide coordinators of mathematics and reading); and
- Discussed with beginning teachers and elementary and senior high school principals the accountability plan in reading and mathematics.

The school system's interpretation and presentation of MAP results took the form of a series of meetings with various leaders in education and the community.

Locally Initiated Evaluative Efforts That Have Been Undertaken

- Appropriate staff of the Baltimore City Public Schools have designed and implemented pilot testing programs. Plans are being made to expand this effort to other subjects;
- Several schools had programs that resulted in extensive use of teacher-made tests; and
- Corroboration with the Office of Pupil and Program Monitoring and Appraisal made it possible for each school to interpret its instructional achievement levels to measure their efficiency and to change some facets of its school organization to address outstanding needs.

Program Modification Activities

- Staff-development programs centered on teacher-student management of individualized instruction;
- Development and use of learning hierarchies in planning were another focus of staff development;
- A curriculum effort to define instructional objectives in terms of learning hierarchies was made. The production of a curriculum guide resulted;
- Regional effort was expanded to use Management Plans to include objectives based on the Maryland State Program and the Systems goals of the Baltimore City Public Schools;
- System-wide staff-development activities stressed functional reading, teaching by objectives and the use of pertinent instructional models; and
- Several schools have modified programs as the result of MAP and systemwide goals.

Unmet Needs with Respect to Implementing the Maryland Accountability Program

- Substitute money to accompany release time for teacher training;
- Additional personnel to respond to the need for extensive help in reading development, remedial reading, and tutorial guidance; and
- School staff to answer the needs of students who have diverse achievement levels and needs.

Comments Concerning the Accountability Program

The accountability program should be continued. It is hoped that school systems will be allowed flexibility in choosing their own accountability measures along with those designed by the State.

BALTIMORE CITY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
871,300	$10,012	23.9

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.9	10.2

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
166,370	$12,766	$21,545	10.1	24.6

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
20.6%	17.9	89.0%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,124.20	$789.62	70.2%	$48.93

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
4.4%	$13.81	1.2%

BALTIMORE CITY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	11,922	93.26	129	91.0	14.53	2.89	1.12
	5	13,056	92.89	126	92.6	15.16	4.32	1.49
	7	15,192	78.46	27	91.0	15.58	5.47	1.77
	9	12,813	81.98	34	93.2	15.28	7.06	1.93
(2) READING COMPRE-HENSION (ITBS)	3	11,922	93.26	129	91.0	14.53	2.88	1.07
	5	13,056	92.89	126	92.6	15.16	4.30	1.29
	7	15,192	78.46	27	91.0	15.58	5.52	1.52
	9	12,813	81.98	34	93.2	15.28	6.91	1.86
(3) SPELLING (ITBS)	3	11,922	92.88	129	91.0	14.53	3.48	1.33
	5	13,056	92.23	126	92.6	15.16	4.80	1.79
	7	15,192	76.00	27	91.0	15.58	5.94	2.10
	9	12,813	78.27	34	93.2	15.28	7.48	2.37
(4) CAPITAL-IZATION (ITBS)	3	11,922	92.88	129	91.0	14.53	3.30	1.24
	5	13,056	92.23	126	92.6	15.16	4.81	1.60
	7	15,192	76.00	27	91.0	15.58	5.96	1.95
	9	12,813	78.27	34	93.2	15.28	7.62	2.21
(5) PUNCTUATION (ITBS)	3	11,922	92.88	129	91.0	14.53	3.50	1.33
	5	13,056	92.23	126	92.6	15.16	4.77	1.54
	7	15,192	76.00	27	91.0	15.58	5.87	1.87
	9	12,813	78.27	34	93.2	15.28	7.48	2.09

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	11,922	92.88	129	91.0	14.53	3.07	1.21
	5	13,056	92.23	126	92.6	15.16	4.43	1.50
	7	15,192	76.00	27	91.0	15.58	5.73	1.79
	9	12,813	78.27	34	93.2	15.28	7.04	2.13
(7) LANGUAGE TOTAL (ITBS)	3	11,922	92.88	129	91.0	14.53	3.35	1.09
	5	13,056	92.23	126	92.6	15.16	4.72	1.38
	7	15,192	76.00	27	91.0	15.58	5.89	1.63
	9	12,813	78.27	34	93.2	15.28	7.42	1.87
(8) MATHEMATICAL CONCEPTS (ITBS)	3	11,922	93.56	129	91.0	14.53	3.01	0.89
	5	13,056	88.37	126	92.6	15.16	4.58	1.18
	7	15,192	76.56	27	91.0	15.58	5.96	1.37
	9	12,813	79.45	34	93.2	15.28	7.32	1.68
(9) MATHEMATICAL PROBLEMS (ITBS)	3	11,922	93.58	129	91.0	14.53	2.96	0.96
	5	13,056	88.37	126	92.6	15.16	4.66	1.20
	7	15,192	76.56	27	91.0	15.58	5.78	1.51
	9	12,813	79.45	34	93.2	15.28	7.14	1.88
(10) MATHEMATICAL TOTAL (ITBS)	3	11,922	93.58	129	91.0	14.53	3.01	0.86
	5	13,056	88.37	126	92.6	15.16	4.64	1.08
	7	15,192	76.56	27	91.0	15.58	5.90	1.29
	9	12,813	79.45	34	93.2	15.28	7.25	1.65

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	89.9	90.3	91.0
	5	90.8	90.5	92.6
	7	89.6	89.4	91.0
	9	91.9	91.4	93.2
VOCABULARY (ITBS)	3	2.84	2.81	2.89
	5	4.37	4.33	4.32
	7	5.70	5.55	5.47
	9	7.40	7.26	7.06
READING COMPREHENSION (ITBS)	3	2.86	2.82	2.88
	5	4.42	4.30	4.30
	7	5.72	5.60	5.52
	9	7.15	7.05	6.91
LANGUAGE TOTAL (ITBS)	3	3.36	3.32	3.35
	5	4.89	4.71	4.72
	7	6.24	6.03	5.89
	9	7.78	7.61	7.42
MATHEMATICAL TOTAL (ITBS)	3	3.08	3.00	3.01
	5	4.82	4.65	4.64
	7	6.15	5.98	5.90
	9	7.65	7.40	7.25

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

TABLE 3. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	11,558	5,019	43.4	7,525	3,609	48.0
II. Understanding Forms	11,558	3,982	34.5	7,525	4,754	63.2
III. Gaining Information	11,558	3,320	28.7	7,525	4,716	62.7
IV. Following Directions	11,558	5,134	44.4	7,525	4,942	65.7
TOTAL TEST	11,558	4,153	35.9	7,525	4,512	60.0
	(75.9)**			(77.9)**		

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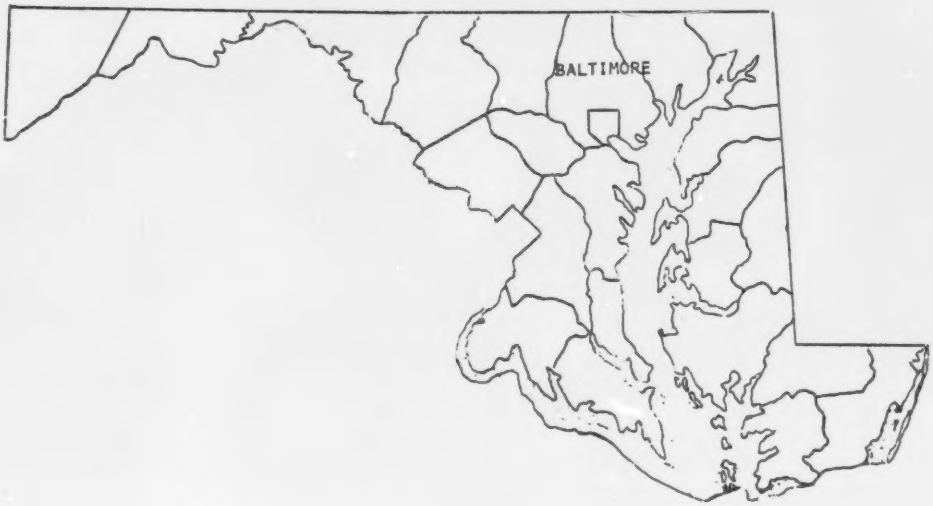
* "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

2.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Baltimore County



Narrative Report for Inclusion in MAP III

From the beginning year of the Maryland Accountability Program, a concerted effort has been made to weave together activities required by the program into Baltimore County's ongoing sequence of program development, implementation, and evaluation. To teachers, administrators, other staff members, and the public, it has been stressed at meetings and in print that "the Accountability Program should not be considered apart from what is going on instructionally, nor be perceived as isolated activities mandated to fulfill the requirements of the law, or the implementation of the law as seen by the Maryland State Department of Education; but, rather, considered as an integral phase in Baltimore County's efforts in program development and evaluation." With the passage of each year such a position is more evident -- and seemingly, more sensible.

The closer ties between program development and program evaluation, which have been accelerated by the Maryland Accountability Program, are an important change, but difficult to describe. Historically, the weakest link in the cycle of program development, program implementation, program evaluation, and the subsequent modification of the program on the basis of evaluation, has been the area of evaluation and measurement of how well students progressed toward stated program goals and objectives. Whereas, in years past, program evaluation was more or less talked about, it has in recent years become a more evident and important component of the cycle. The closer ties between program development and program evaluation also have necessitated a closer working relationship among personnel working in both areas. Attesting to this cooperative spirit is a new computer program designed to compare the performance of students on any two standardized tests. The Offices of Reading, Mathematics, Testing, Data Processing, and Research worked cooperatively on the program.

Changes also have occurred in the area of program development. Greater care and a good deal more specificity are evident in the goals and objectives each program has been designed to attain. A recent document prepared by the Office of Elementary Education attests to these changes. In revising and refining the scope and sequence of basic experiences in English, grades 4-6, each of the content areas was analyzed to see which accountability goals in reading and writing were evident. A portion of the document is displayed below for illustrative purposes.

A review of the selected section of the chart illustrates the close relationship between the content of the program and the State and local goals to be attained by students.

A Sequence of Basic Experiences in English 4-6
Composing and Interpreting

Part I. Interpreting and Composing Informative Materials

Content: Composing Informative Materials, Informative Reports

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Accountability in Reading:

State Goal 1 - To utilize a variety of reading materials
Local Goal 2 - To locate a variety of print or non-print materials
State Goal 3 - To comprehend various reading materials
Local Goal 3 - To apply appropriate reading strategies: locating information, using media center
Local Goal 4 - To interpret materials by drawing conclusions, making generalizations, making comparisons and contrasts, etc.

Functional Reading Vol. I: pp. II-1 to II-55

Accountability in Writing:

State Goal 2 - To write an informative report
Local Goals 1 and 5 - To write an informative report
State Goal 3 - To write an initial draft and revised copy
Local Goal 2 - To write an initial draft and revised copy

Another major impact in Baltimore County has been to impress upon all teachers the need for them to assist in the development of reading and writing skills. As stated by the Coordinator for the Office of English-Language Arts, "Just as we involved interdisciplinary teams in the development of systemwide and local school goals, we are now initiating activities to promote the involvement of all teachers toward these goals":

- An interdisciplinary group of teachers and supervisors produced a bulletin, Accountability in Reading and Writing: Everybody's Business, which offers suggestions for ways to help students read and write better - suggestions which can be used by any classroom teacher;
- Many principals have invited specialists and supervisors from the English Office or English teachers within their own schools to teach demonstration lessons and/or discuss skill development with complete faculties;
- To complement the inservice program "Reading in the Content Areas," we have offered "Teaching Writing in the Content Areas," open to teachers other than English teachers. The course is described: An analysis of the relationship of content to form; an analysis of the steps in the composing process (pre-writing revision); an analysis of types of writing used in various content areas (letters, essays, reports);
- Many principals in the secondary schools have set up interdisciplinary committees serving throughout the school year to coordinate teachers' efforts in achieving the goals; and
- In secondary schools, English Departments have made available to their faculties the resource bulletin, A Sequence of Composing, Interpreting, and Language Activities, on which most of their goals are based.

Minicourses, workshops, seminars, and visitations have been utilized extensively to accomplish the activities described by the Coordinator of English-Language Arts and to communicate the results of the Maryland Accountability Program to the education community. Efforts to interpret results to reading teachers, for example, have been twofold and conducted during a professional study day in the spring of the year. One thrust is to have the reading teachers feel comfortable with the information contained in the printout sheets; to understand what the data mean and

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to be able to convey a meaningful interpretation of the data to the local school staff. A second thrust has focused on the use of accountability data as a basis for analyzing the patterns of achievement of the local school as well as the patterns of achievement of individual pupils within the schools. Using scatter matrices, the achievement of an individual student or group of students is plotted for two points in time. Pupil performance in grade 3 was compared with performance of the same students in grade 5; grade 5 performance was compared with the same group of students in grade 7. Analyses of this nature highlight differences in student performance at two points in time and indicate the performance level at which differences occur. For example, in a number of schools, the fifth-grade performance of students, when compared with their third-grade performance, was lower than one would expect. The differences were mostly among third graders who performed rather well. For the reading teachers of these schools, the data signaled a need to look at this particular group of students more closely.

For administrators, a minicourse entitled A Follow-Up on Accountability was conducted during the spring of 1976. The responsibility and coordination for the course was a shared one and included the Coordinators for Reading, Mathematics, English-Language Arts, a Supervisor of Reading, the Principals of the two Pilot Accountability Schools, a Specialist from the Maryland State Department of Education, and the Accountability Coordinator for Baltimore County. The focus of the course was to help local school personnel utilize accountability results and evaluate the effectiveness of their own school program. Several similar workshop sessions are being planned for the 1976-77 school year.

Efforts to interpret the results of the Maryland Accountability Program to the general public have been made primarily through meetings, news releases, and printed documents. Presentations have been made to the Board of Education, the five Area Advisory Councils, Parent/Teacher Association groups, and the parents of individual schools. To the parents of the students enrolled in each school, a summary of the county's performance on the IOWA Tests of Basic Skills and Cognitive Abilities Tests and similar information for the individual school is sent home. Other summary documents appear in the newspapers.

In addition to providing results of the Maryland Accountability Program to the educational community and the public, considerable energy has been extended toward the use of assessment data. Mainly, computer programs have been developed to maximize possible instructional interpretation from the statistical test data. One such effort was mentioned above. Others would include a careful item analysis of grade 7 and grade 9 IOWA Tests of Basic Skills results by the Office of Mathematics; and, subsequently, judging the curricular importance of items frequently missed by students.

The results were shared with the mathematics department chairpersons, which resulted in suggestions for improving those skill areas represented by select test items. At a later date, the computer program was reworked to report not only the percent of students answering an item correctly on the IOWA Tests of Basic Skills, but also the percent selecting each distractor. From a curricular point of view, the revised output helped the Office of Mathematics better explain why students missed an item and whether or not the missed item was a function of a deficiency in the mathematics program.

A number of computer programs capable of crossing achievement on the IOWA Tests of Basic Skills and ability as measured by the Cognitive Abilities Test also have been developed. Both the Offices of Reading and Mathematics use these results to analyze the performance of students across different ability levels.

As noted in the opening paragraphs of the narrative, there exists a logical relationship with program development, program evaluation, and subsequently, modification of a program. Seemingly, this is a simple process. It can be deceptively simple unless a good deal of common sense is exercised! Many difficult questions need thoughtful consideration. For example, how extensive should a program be modified solely on the basis of student performance on the IOWA Tests of Basic Skills? Some, certainly; and, as indicated above, Baltimore County has been making some program modification on the basis of the test results. More importantly, however, these changes reflect more than test scores; they reflect an effort to better understand the entire process of evaluation and its relation to program development and modification. In concert with other groups, the Office of English-Language Arts has developed a resource guide to enhance this better understanding. Assessing Pupil Progress in English is designed to assist teachers with the evaluation of reading, writing, and language skills.

The purpose of the guide is a better understanding of the evaluative process: (1) to describe the place of assessment in the instructional program; (2) to illustrate the ways in which various devices and techniques can be used for assessment in English; (3) to provide a guide for developing teacher-made tests; (4) to suggest ways of interpreting standardized tests and using the results; (5) to develop a point of view about grading which is commensurate with the goals of the program. Each section of the guide will be the focus of study in a series of monthly meetings during the 1976-77 school year.

BALTIMORE COUNTY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
640,400	$15,635	4.4

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.1	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
123,174	$14,892	$25,282	10.6	22.5

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
40.0%	18.0	94.8%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,344.33	$996.24	74.1%	$28.13

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.1%	$8.66	0.6%

BALTIMORE COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	8,077	97.47	106	106.5	15.14	3.96	1.06
	5	8,933	97.96	106	107.8	14.91	5.54	1.47
	7	10,151	97.31	27	106.2	15.05	7.32	1.74
	9	10,833	95.69	28	107.1	15.76	8.87	1.88
(2) READING COMPRE-HENSION (ITBS)	3	8,077	97.52	106	10[illegible].5	15.14	4.03	1.18
	5	8,933	98.01	106	107.8	14.91	5.71	1.36
	7	10,151	97.29	27	106.2	15.05	7.24	1.59
	9	10,833	95.73	28	107.1	15.76	8.78	1.81
(3) SPELLING (ITBS)	3	8,077	97.24	106	106.5	15.14	4.53	1.30
	5	8,933	97.86	106	107.8	14.91	6.05	1.64
	7	10,151	97.22	27	106.2	15.05	7.57	1.98
	9	10,833	95.86	28	107.1	15.76	8.85	2.14
(4) CAPITAL-IZATION (ITBS)	3	8,077	97.30	106	106.5	15.14	4.34	1.26
	5	8,933	97.87	106	107.8	14.91	6.04	1.63
	7	10,151	97.34	27	106.2	15.05	7.59	1.97
	9	10,[illegible]	95.94	28	107.1	15.76	8.89	2.18
(5) PUNCTUATION (ITBS)	3	8,077	97.28	106	106.5	15.14	4.54	1.42
	5	8,933	97.87	106	107.8	14.91	6.12	1.57
	7	10,151	97.28	27	106.2	15.05	7.35	1.96
	9	10,833	95.94	28	107.1	15.76	8.69	2.21

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	8,077	97.28	106	106.5	15.14	4.25	1.33
	5	8,933	97.86	106	107.8	14.91	5.73	1.61
	7	10,151	97.[illegible]8	27	106.2	15.05	7.33	2.00
	9	10,833	95.90	28	107.1	15.76	8.59	2.22
(7) LANGUAGE TOTAL (ITBS)	3	8,077	97.15	106	106.5	15.14	4.43	1.17
	5	8,933	97.83	106	107.8	14.91	6.00	1.42
	7	10,151	97.09	27	106.2	15.05	7.48	1.74
	9	10,833	95.73	28	107.1	15.76	8.77	1.94
(8) MATHEMATICAL CONCEPTS (ITBS)	3	8,077	96.95	106	106.5	15.14	4.06	0.96
	5	8,933	97.93	106	107.8	14.91	6.30	1.49
	7	10,151	97.10	27	106.2	15.05	7.91	1.69
	9	10,833	96.00	28	107.1	15.76	9.19	1.86
(9) MATHEMATICAL PROBLEMS (ITBS)	3	8,077	96.94	106	106.5	15.14	3.94	1.02
	5	8,933	97.93	106	107.8	14.91	5.67	1.35
	7	10,151	96.97	27	106.2	15.05	7.45	1.65
	9	10,833	96.03	28	107.1	15.76	8.89	1.85
(10) MATHEMATICAL TOTAL (ITBS)	3	8,077	96.92	106	106.5	15.14	4.03	0.93
	5	8,933	97.92	106	107.8	14.91	6.01	1.35
	7	10,151	96.95	27	106.2	15.05	7.70	1.58
	9	10,833	95.98	28	107.1	15.76	9.07	1.75

BALTIMORE COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	105.0	105.9	106.5
	5	105.7	105.7	107.8
	7	103.8	104.2	106.2
	9	103.8	104.1	107.1
VOCABULARY (ITBS)	3	3.88	3.94	3.96
	5	5.54	5.51	5.54
	7	7.34	7.31	7.32
	9	8.91	8.87	8.87
READING COMPREHENSION (ITBS)	3	3.94	4.02	4.03
	5	5.61	5.65	5.71
	7	7.30	7.27	7.24
	9	8.75	8.76	8.78
LANGUAGE TOTAL (ITBS)	3	4.24	4.38	4.43
	5	5.88	5.90	6.00
	7	7.50	7.42	7.48
	9	8.72	8.71	8.77
MATHEMATICAL TOTAL (ITBS)	3	3.99	4.00	4.03
	5	5.97	5.94	6.01
	7	7.78	7.71	7.70
	9	9.09	9.06	9.07

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

TABLE 3. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	9,792	7,818	79.8	9,122	7,032	77.1
II. Understanding Forms	9,792	7,217	73.7	9,122	7,827	85.8
III. Gaining Information	9,792	6,657	68.0	9,122	7,998	87.7
IV. Following Directions	9,792	8,210	83.8	9,122	8,216	90.1
TOTAL TEST	9,792 (96.5)**	7,611	77.7	9,122 (91.1)**	7,982	87.5

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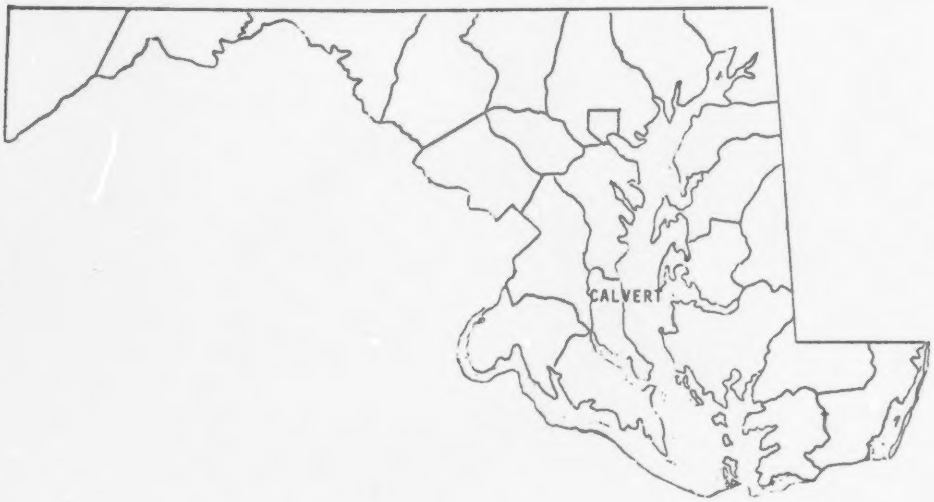
* "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

2.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Calvert County



Introduction

The Calvert County educational system is dedicated to the task of providing the opportunity for all students to become capable independent learners. The goal to design, implement, and evaluate instructional programs is based upon the needs and performances of the population. To these means the state accountability program provides a continuous evaluation of student achievement. Calvert County has utilized the state program as a model to a total continuous evaluation program.

MAP Assistance in Improving Instructional Program

During the 1975-76 school year, members of the instructional department in Calvert County began to isolate various cited weaknesses relative to achieved scores on the ITBS in curricular programs. In order that decisions relating to modifications could be made, a remedial-reading priority encompassing the total system was set. Additional personnel were added at each elementary school and at the middle-school levels to work with students who have demonstrated an ability in reading but not met that ability. This program, in its initial stage, isolated individual reading disorders and steps were outlined for the elimination of those problems.

Concurrently, a county-wide analysis of developmental reading was undertaken. Teachers, principals and the instructional department of the Board of Education analyzed the current status and made a recommendation to plan and implement a county-wide, sequential, developmental reading program K-8. This program was carefully planned and prepared and will be implemented during the coming years, beginning with the 1976-77 school year.

Each school in Calvert County, after a careful review of the scores on the ITBS, reviewed its building-level objectives. These objectives were then revised and rewritten to emphasize the strengths of a particular school and level and also to assist in giving direction to eliminating weaknesses. The test data provided the impetus in the various schools for needed administrative structure and support along with internal modifications to county programs.

Interpretation and Presentation of MAP Results to Both the Educational Community and the General Public

The MAP results are reported annually in Calvert County to various groups. Initially, scores are reviewed and analyzed by the Board of Education in an open meeting. A press conference follows to disseminate data to the various local newspapers. The newspapers publish the various tables and reviews for the public. Because many of these data are subject to interpretation, individual schools hold open meetings to review their data and answer questions concerning the scores.

Each parent of a student participant in the MAP receives a personalized letter from the school principal indicating the student's achievement in the basic subtests and his relative standings according to his school, the county, the state and the national norms. These scores provide the parent and the student the opportunity to evaluate academic progress. A testing coordinator or counselor is set up at each school in order that parents and/or students can have questions answered and scores interpreted so as to provide thorough understanding of the data.

Every school staff along with the central office staff is given a general review of school and/or system data. This review is then utilized as a means of checking progress of school objectives and priorities. Each participating teacher and department is given an item analysis in order to evaluate program implementation. The school item analyses are utilized in determining specific weaknesses and relative strengths of ongoing programs.

Individual item analyses are made available for teachers and administrators for grouping purposes. Various skill weaknesses are isolated by the instructional staff to develop plans to remediate these skill deficiencies.

Locally Initiated Evaluative Efforts That Have Been Undertaken

Students in Calvert County are exposed to a systematic evaluation schedule which aims to provide a continuous assessment of their progress. Students from preschool through grade 12 are evaluated and data is returned to the system, school, teacher and student or parents for review.

This assessment system is initiated during the preschool years as student readiness is evaluated utilizing the Tests of Basic Experiences. Results of these readiness tests are utilized by kindergarten teachers for determining readiness for various activities. As a continuation of readiness evaluation, all kindergarten students are pre- and post-tested utilizing the Stanford Early School Achievement Tests. The pre-post data analyze student growth and program effectiveness. A continuous use of this instrument provides system data on populations and programs. Individual student data provide for early grouping of grade 1 students.

During the 1975-76 school year, all grade one students were evaluated on the Iowa Tests of Basic Skills. This test provides an initial data base for all students in the Calvert County system and gives some indications relative to the instructional programs at that level.

During the 1975-76 school year, eighth-grade students were evaluated using the Everyday Skills Tests. The results were used to determine the effectiveness as a conclusion of the pre-high school program, to determine class groups for the secondary level, to serve as a guidance tool and aid for scheduling individuals, and finally to determine student deficiency prior to the entrance to the senior high schools.

The above-mentioned assessments, coupled with the Iowa Tests Of Basic Skills, provided a continuous assessment of achievement for Calvert County students. The data received from these assessments affected decisions made regarding the effectiveness of Calvert County's instructional programs.

Program Modification Activities

During the 1975-76 school year, a high-intensity reading laboratory, designed to remediate deficiencies in elementary students' reading skills, was introduced into one school in Calvert County. Students were individually assessed, diagnoses were made of abilities and skills, and programs were planned to meet their needs. The students then were monitored for success. This unique system was designed and implemented in order that reading deficiencies would be decreased. Because of the initial success, additional laboratories are being furnished to other schools with similar populations of deficient readers.

To satisfy the felt need of early readiness and formalized instruction in kindergarten, a tri-level reading program was designed for kindergarten students during the 1975-76 school year. This need, uncovered due to the systematic evaluation efforts, will be met with the developmental readiness programs adopted for system-wide utilization during the 1976-77 school year.

Another developmental effort which was completed during the 1975-76 school year was the unification of the Tri-County Language Arts Bulletin with the social studies units presently being taught in the schools. It was the goal of this attempt to provide a coordination of the basic skills in language arts to the social studies content area.

In the ninth grade, students who were identified as deficient in the basic skills were given specific individual instruction and review in the areas of language and mathematics. Teachers and aides developed learning stations and planned other activities which helped to give students basic instruction in these areas. Additional staff, including instructional aides and teachers, were also allocated at the senior-high level in order that deficient youngsters would be grouped in classes with smaller numbers, affording the teacher additional time for remediation efforts.

A program for highly able readers was initiated at the elementary and middle-school levels which permitted students the opportunity to advance through a set of materials designed to meet their needs and to challenge their abilities at a pace that they set for themselves. Students for this program were selected because of their tested achievement levels and proven abilities.

Unmet Needs With Respect to Implementing the Maryland Accountability Program

The following unmet needs in Calvert County are part of continuous evaluation efforts and are at various stages of development. Continued improvement in program and services should evolve as efforts are made to deal with these needs:

- Improvement of student-teacher ratios;
- Development of a comprehensive reading program;
- Development of a comprehensive mathematics program K-12;
- Introduction and monitoring of a basic functional reading program K-12;
- Development of a complete program for the academically talented;
- Expansion of the special education programs to meet the needs of all students;
- Implementation of special programs for the academically deficient; and

- Provision for basic skill instruction in all grades at all levels.

Unmet needs also remain in the areas of measurement and evaluation. Since the instruments currently used for state-wide assessment do not address all of the systems goals and curricula activities, it is evident that state and county efforts to identify and develop more appropriate and comprehensive instruments must be initiated. Each school objective and county goal must have a valid and reliable corresponding measurement tool to determine accomplishment. When this total development and assessment of goals and objectives of county and school are met, accountability will have served one of its designated purposes.

In spite of these unmet needs, the Calvert County school system has responded positively to the opportunities that are made available because of the Maryland Accountability Program. It is felt that instructional services to the students have been greatly enhanced because of the state-wide efforts and that over an expanded period of time, the needs will be alleviated.

Comments Concerning the Accountability Program

The Maryland Accountability Program has provided the impetus for county-wide evaluation programs and a systematic look at instructional priorities. Due to its implementation, the students in Calvert County have received the benefits of continuous evaluation and program adjustments.

A continuous monitoring and reporting of academic achievement will provide some basis for the evaluation of county instructional programs as well as affording the individual with the means of making decisions concerning goals and future experiences.

Program priorities and adjustments made because of the county and state evaluation programs will benefit the students in the county assuring that the various curricula meet the needs and capabilities of the students of the county.

The educators in Calvert County have made great use of the accountability data designed to measure school success. Continuous development in all educational programs,with an emphasis on the basic skills of reading, writing and mathematics,has been the result.

As students, teachers, administrators and other school personnel are educated in the uses and interpretive skills necessary in analyzing the results, much more will be accomplished in Calvert County. Public dissemination of these data is imperative, but misinterpretation is widespread and has the potential for negatively-affecting image, programs and system rapport. A state-level in-service program in which general-public reporting techniques and general definitions should be implemented. Accountability needs to have a positive image both in schools and generally. It is imperative that state-and county-level dissemination of data is understood and useful.

CALVERT COUNTY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
25,100	$11,419	24.4

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.1	10.9

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
6,923	$12,274	$21,378	7.8	19.8

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
20.8%	18.2	94.6%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,169.24	$805.95	69.0%	$36.12

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.1%	$13.28	1.1%

CALVERT COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	508	97.24	6	95.3	15.39	3.14	1.02
	5	504	96.83	6	98.6	15.40	4.74	1.61
	7	562	96.98	2	94.9	15.40	5.95	1.76
	9	647	80.99	2	95.9	16.96	7.30	2.14
(2) READING COMPRE-HENSION (ITBS)	3	508	97.24	6	95.3	15.39	3.30	1.09
	5	504	96.83	6	98.6	15.40	4.89	1.44
	7	562	96.98	2	94.9	15.40	6.24	1.57
	9	647	80.99	2	95.9	16.96	7.43	2.01
(3) SPELLING (ITBS)	3	508	97.24	6	95.3	15.39	3.75	1.31
	5	504	96.83	6	98.6	15.40	5.19	1.81
	7	562	96.98	2	94.9	15.40	6.23	1.90
	9	647	80.99	2	95.9	16.96	7.13	2.34
(4) CAPITAL-IZATION (ITBS)	3	508	97.24	6	95.3	15.39	3.98	1.36
	5	504	96.83	6	98.6	15.40	5.67	1.67
	7	562	96.98	2	94.9	15.40	6.40	1.82
	9	647	80.99	2	95.9	16.96	7.21	2.31
(5) PUNCTUATION (ITBS)	3	508	97.24	6	95.3	15.39	4.03	1.49
	5	504	96.83	6	98.6	15.	5.53	1.57
	7	562	96.98	2	94.9	15.40	6.34	1.75
	9	647	80.99	2	95.9	16.96	7.21	2.27

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	508	97.24	6	95.3	15.39	3.44	1.26
	5	504	96.83	6	98.6	15.40	5.18	1.67
	7	562	96.98	2	94.9	15.40	6.10	2.03
	9	647	80.99	2	95.9	16.96	7.27	2.26
(7) LANGUAGE TOTAL (ITBS)	3	508	97.24	6	95.3	15.39	3.80	1.19
	5	504	96.83	6	98.6	15.40	5.39	1.48
	7	562	96.98	2	94.9	15.40	6.27	1.53
	9	647	80.99	2	95.9	16.96	7.21	2.01
(8) MATHEMATICAL CONCEPTS (ITBS)	3	508	97.24	6	95.3	15.39	3.28	0.97
	5	504	96.83	6	98.6	15.40	5.29	1.35
	7	562	96.98	2	94.9	15.40	6.29	1.37
	9	647	80.99	2	95.9	16.96	7.52	1.82
(9) MATHEMATICAL PROBLEMS (ITBS)	3	508	97.24	6	95.3	15.39	3.34	1.00
	5	504	96.83	6	98.6	15.40	5.16	1.31
	7	562	96.98	2	94.9	15.40	6.32	1.47
	9	647	80.99	2	95.9	16.96	7.50	1.95
(10) MATHEMATICAL TOTAL (ITBS)	3	508	97.24	6	95.3	15.39	3.31	0.93
	5	504	96.83	6	98.6	15.40	5.23	1.24
	7	562	96.98	2	94.9	15.40	6.30	1.30
	9	647	80.99	2	95.9	16.96	7.50	1.76

CALVERT COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	92.4	92.9	95.3
	5	93.4	94.6	98.6
	7	90.8	91.3	94.9
	9	92.9	91.1	95.9
VOCABULARY (ITBS)	3	2.94	2.92	3.14
	5	4.21	4.54	4.74
	7	5.71	5.78	5.95
	9	7.14	7.07	7.30
READING COMPREHENSION (ITBS)	3	3.04	3.03	3.30
	5	4.41	4.61	4.89
	7	5.96	6.06	6.24
	9	7.33	7.30	7.43
LANGUAGE TOTAL (ITBS)	3	3.39	3.37	3.80
	5	4.57	4.98	5.39
	7	5.72	5.86	6.27
	9	7.02	6.92	7.21
MATHEMATICAL TOTAL (ITBS)	3	3.07	3.02	3.31
	5	4.67	4.94	5.23
	7	6.08	6.19	6.30
	9	7.36	7.33	7.50

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

TABLE 3. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST

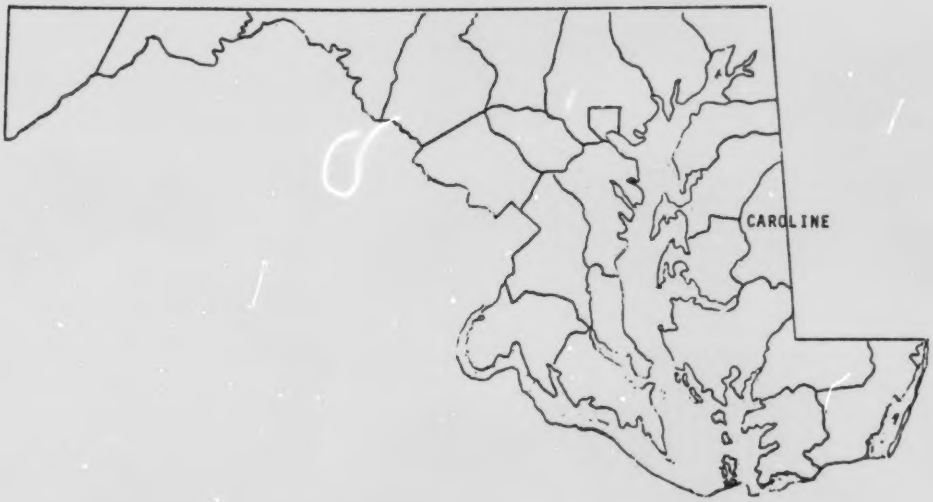
SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	550	267	48.5	448	225	50.2
II. Understanding Forms	550	238	43.3	448	253	56.5
III. Gaining Information	550	190	34.5	448	268	59.8
IV. Following Directions	550	278	50.5	448	298	66.5
TOTAL TEST	550	240	43.6	448	265	59.2
	(99.1)**			(95.9)**		

* "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

2.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Caroline County



Introduction

The 1975-76 school year was the third year for the implementation of the Maryland State Accountability Law. The two major parts of the law require: (1) assessing pupil needs through the use of standardized tests in mathematics, reading, and writing, and (2) establishing objectives at each school for teaching these same three subjects so that pupils can apply appropriate skills both inside and outside the classroom environment.

The Maryland Accountability Program assisted the Caroline County Educational System by developing state goals and objectives in the areas of reading, writing, and mathematics. This led to the development of county and school goals and objectives. All teachers, administrators, and county staff members were involved in this development. During the 1975-76 school year, considerable time, energy, and money were used in the implementation of the established school objectives. Staff members from the State Department of Education provided consultative services as needed. County inservice workshops and faculty meetings were held to provide teachers with ideas and activities for reaching school objectives.

The Caroline County Educational System has truly accepted the challenge of accountability. Effort will be made to extend a systematic approach to planning and implementing the teaching/learning process.

Interpretation and Publication

Separate meetings were held with the following groups in the educational community to present and to interpret the MAP results:

Central administrative staff
Board of Education
Principals
School faculties

Pupils' individual test scores were recorded in their cumulative records, and where appropriate, these formal assessments were used by teachers of the respective subject areas in their counseling and placement of pupils. The test results were also referred to by secondary-school counselors during conferences with individual pupils and groups of pupils.

The general public was informed of the MAP results through local newspapers. Moreover, school principals made presentations to their respective P.T.A. organizations.

Test results for 1976 were not significantly different from the 1975 test scores.

Evaluation

In addition to the state-required testing program of the Iowa Tests of Basic Skills in grades 3, 5, 7, and 9 and the Maryland Basic Skills reading tests in grades 7 and 11, the following testing program is used to assess the degree to which county educational objectives are met and to support the MAP program:

- Metropolitan Readiness to all Title I students
- Primary Mental Abilities Test - Kindergarten
- Systematic Teacher Observation Instrument - K-1
- Differential Aptitude Test - grade 8
- Kuder - grade 9 - Interest Inventory
- General Aptitude Test Battery - grades 9, 10, 11 as needed
- Armed Services Vocational Aptitude Battery - grade 11
- Armed Services Vocational Aptitude Battery - grade 12 for those students who desire it

Efforts to extend the assessment component of the Maryland Accountability Program are being planned, and are treated in a later part of this narrative (See Unmet Needs).

Program Modification

Staff reorganization at the county level has been initiated to upgrade classroom instruction. In addition to the appointment of a Director of Elementary Education and a Director of Secondary Education, a Coordinator of Federal Programs and a Coordinator of Reading have been employed. As a result of this reorganization, both the supervision of and assistance to classroom teachers by administrative personnel has been expanded. Moreover, administrative personnel have met and planned workshops to develop the state's plan for a more effective school reading program.

Some teachers have already selected specific activities to implement the program objectives in reading, writing, and mathematics. Plans are being formulated to encourage all teachers to select activities that promote the accomplishment of objectives in these subject areas.

Specific instances in which the educational program has been modified include:

- A kindergarten curriculum has been developed with an emphasis on the language arts;

- New mathematics textbooks that emphasize fundamental processes and practical application are now being used in grades K-6;

- Classroom teachers are being required to make more use of the State bulletin, Functional Reading, Volume I and Volume II in grades K-12;

- A skills checklist, which corresponds closely to state goals in reading and writing, has been developed and implemented at the middle-school level;

- A new approach to beginning foreign language at the middle-school will have more emphasis on language construction, which should lead to a better understanding of the English language; and

- Individual test scores in reading, language arts, and mathematics are being used for counseling and placement of pupils.

It is anticipated that these modifications of the educational program will enhance the quality of instruction in meeting the unique needs of children.

Unmet Needs

In our effort to upgrade the instructional services of the county schools, additional money and time are necessary for staff development and inservice programs for administrative and instructional personnel. Training is needed in the area of instruction as well as in the area of testing, specifically in the interpretation of test results.

Attention is needed in the area of item analysis of standardized tests. Also, while some effort has been made to correlate activities with subject area objectives in the past few years, this implementation is in need of expansion. Another unmet need is the development of instruments to assess the objectives of the program. Additionally, the objectives will require constant revision.

General Comments

The primary goal of the public schools in Caroline County is to promote the intellectual development of students. This is the dimension upon which the Maryland Accountability Program is based, and for which the local educational agency is directly accountable.

Since what the child already knows determines the point at which teaching proceeds, what is learned today becomes the basis for what is learned tomorrow. Our schools help students to develop intellectually, physically, emotionally, socially, and aesthetically.

As the demands of our society change, educational techniques and procedures are updated in Caroline County. Our educators are trained to develop, evaluate, and revise the curriculum to include new content, materials, procedures, and an improved school plant. With the help of parents, students, and other lay people, our curriculum is made relevant to the needs of the community.

Through implementation of county educational goals and objectives in the curriculum, Caroline County is recognized as a school system accountable to its students, parents, and taxpayers.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
21,100	$8,299	21.6

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.8	10.5

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
5,251	$10,734	$16,559	9.9	15.0

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
14.9%	18.1	94.8%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,049.65	$734.48	70.0%	$23.02

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.2%	$9.54	0.9%

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	355	96.90	5	99.1	14.48	3.39	1.05
	5	420	94.76	5	97.7	16.19	4.86	1.45
	7	449	92.87	2	97.9	14.81	6.58	1.68
	9	461	88.29	2	98.5	16.11	7.78	1.99
(2) READING COMPRE-HENSION (ITBS)	3	355	96.90	5	99.1	14.48	3.48	1.20
	5	420	94.76	5	97.7	16.19	5.07	1.41
	7	449	92.87	2	97.9	14.81	6.62	1.56
	9	461	88.29	2	98.5	16.11	7.97	1.80
(3) SPELLING (ITBS)	3	355	96.90	5	99.1	14.48	4.12	1.30
	5	420	94.76	5	97.7	16.19	5.41	1.79
	7	449	92.87	2	97.9	14.81	7.04	1.96
	9	461	88.29	2	98.5	16.11	7.91	2.21
(4) CAPITAL-IZATION (ITBS)	3	355	96.90	5	99.1	14.48	4.09	1.27
	5	420	94.76	5	97.7	16.19	5.36	1.63
	7	449	92.87	2	97.9	14.81	6.69	1.93
	9	461	88.29	2	98.5	16.11	7.64	2.21
(5) PUNCTUATION (ITBS)	3	355	96.90	5	99.1	14.48	4.10	1.45
	5	420	94.76	5	97.7	16.19	5.16	1.57
	7	449	92.87	2	97.9	14.81	6.27	1.75
	9	461	88.29	2	98.5	16.11	7.69	2.16

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	355	96.90	5	99.1	14.48	3.48	1.26
	5	420	94.76	5	97.7	16.19	4.85	1.68
	7	449	92.87	2	97.9	14.81	6.21	2.02
	9	461	88.29	2	98.5	16.11	7.45	2.20
(7) LANGUAGE TOTAL (ITBS)	3	355	96.90	5	99.1	14.48	3.95	1.17
	5	420	94.76	5	97.7	16.19	5.19	1.45
	7	449	92.87	2	97.9	14.81	6.55	1.65
	9	461	88.29	2	98.5	16.11	7.67	1.93
(8) MATHEMATICAL CONCEPTS (ITBS)	3	355	96.90	5	99.1	14.48	3.47	0.94
	5	420	94.76	5	97.7	16.19	5.12	1.27
	7	449	92.87	2	97.9	14.81	6.77	1.49
	9	461	88.29	2	98.5	16.11	7.91	1.81
(9) MATHEMATICAL PROBLEMS (ITBS)	3	355	96.90	5	99.1	14.48	3.57	1.14
	5	420	94.76	5	97.7	16.19	5.03	1.26
	7	449	92.87	2	97.9	14.81	6.59	1.46
	9	461	88.29	2	98.5	16.11	8.12	1.83
(10) MATHEMATICAL TOTAL (ITBS)	3	355	96.90	5	99.1	14.48	3.52	0.98
	5	420	94.76	5	97.7	16.19	5.08	1.17
	7	449	92.87	2	97.9	14.81	6.69	1.35
	9	461	63.29	2	98.5	16.11	8.01	1.69

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1965 - 1976
NONVERBAL ABILITY (CAT)	3	96.7	98.5	99.1
	5	98.7	97.1	97.7
	7	94.7	96.7	97.9
	9	101.0	96.4	98.5
VOCABULARY (ITBS)	3	3.23	3.45	3.39
	5	5.01	4.78	4.86
	7	6.46	6.40	6.58
	9	8.16	7.89	7.78
READING COMPREHENSION (ITBS)	3	3.47	3.64	3.48
	5	5.15	5.07	5.07
	7	6.58	6.54	6.62
	9	8.24	7.97	7.97
LANGUAGE TOTAL (ITBS)	3	3.80	3.97	3.95
	5	5.26	5.21	5.19
	7	6.47	6.44	6.55
	9	8.09	7.76	7.67
MATHEMATICAL TOTAL (ITBS)	3	3.38	3.49	3.52
	5	5.18	5.04	5.08
	7	6.72	6.49	6.69
	9	8.09	7.90	8.01

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

TABLE 3. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST

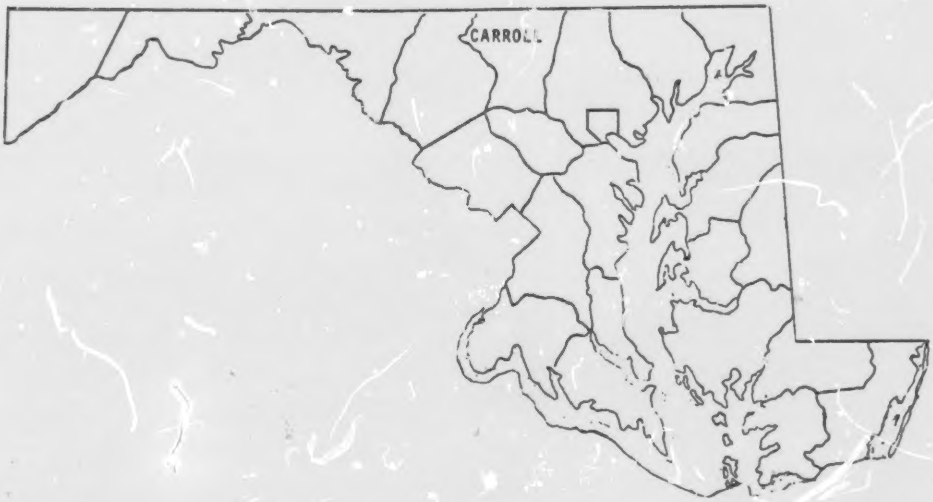
SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	430	284	66.0	356	107	30.1
II. Understanding Forms	430	257	59.8	356	176	49.4
III. Gaining Information	430	214	49.8	356	218	61.2
IV. Following Directions	430	308	71.6	356	211	59.3
TOTAL TEST	430 (95.8)**	278	64.7	356 (88.1)**	171	48.0

* "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

2.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Carroll County



Introduction

In year III of the Maryland Accountability Program (MAP), the Carroll County Public Schools noted a growing stability in test data as well as an increased emphasis on the positive utilization of MAP results for program improvement. Although we believe that several more years of data need to be collected before upward or downward fluctuations can be meaningfully interpreted, the data base after three years of experience is sufficient to begin some important activities.

MAP and the Instructional Program

Basic to the instructional philosophy in Carroll County is the idea that data, including MAP test results, are valuable only to the extent that they are translated into activities which promote individual pupil growth and development. To this end, teachers, principals, curriculum specialists and parents have analyzed results in comparison with existing curricula in mathematics, reading, writing and study skills.

Activities required to establish, and systematically review, goals and objectives at the system and school level are among the most important aspects of MAP. These activities provide the greatest potential for ultimate improvement of instruction and increased pupil learning. The school-level instructional goals and related performance objectives for pupils, first established during 1973-74, are refined and updated as better information becomes available. During 1975-76, the following activities took place:

- A set of Mathematics Performance Objectives, K-8, was established. These objectives provide the basis for a total instructional system. They can be used to construct objective tests, unit tests and diagnostic tests. By keying activities and materials to the objectives, a more systematic instructional approach can be followed;
- Reading continued to receive priority rating from teachers, administrators and parents. Item analyses of both the ITBS and Basic Reading Skills Mastery Test were obtained in order to identify specific areas of strengths and weaknesses and to provide a direct linkage between assessment activities and curriculum. The catalog of performance objectives was used for the development of sequential reading programs; and
- Guides, handbooks and activities booklets which parallel the catalog of performance objectives in writing were prepared for language arts teachers. Inservice training activities on the use of these materials are being conducted. The concept that all teachers are teachers of language arts was promoted through inservice activities, and was given additional reinforcement through our Project BLAST - Basic Language Arts Skills Techniques.

An activity that both preceded and is concurrent with the MAP is the system-wide effort to improve planning, management and assessment capabilities. Major activities accomplished during 1975-76 included:

- A series of leadership workshops for administrative and supervisory staff focusing on program planning, monitoring and evaluation;
- Community participation in identifying and ranking the long-range goals and objectives for the school system; and
- Preparation of an educational plan which provides a framework for program decisions which move the school system toward achievement of identified goals and objectives.

Interpretation and Dissemination of MAP Results

The primary purpose of interpretation and dissemination activities is to provide information for instructional decisions at the classroom level. The most important outcome of MAP or any other data system is the use of information by teachers in daily activities which promote pupil progress.

Formal procedures for sharing results with teachers, principals and curriculum specialists have been established. The provision of item analysis and curriculum specialists have been established. The provision of item analysis and consultant service insures that the most usable and relevant data provided instructional decision makers.

Public release of MAP results is accomplished through press conferences, news releases and personal presentations to groups such as the Curriculum Council and parent-teacher organizations. Test results for each school and grade are released in the same format as used by the Maryland State Department of Education. Principals, with assistance from appropriate curriculum specialists in the Central Office, have responsibility for interpretation of data to parents and the school community. Much time and effort is devoted to insuring that test scores are reported accurately, and that interpretations of data are reasonable and appropriate.

Local Evaluation Efforts as an Extension of MAP

One of the important outcomes of MAP during the first three years is a renewed interest in program monitoring and evaluation at all levels. While formal testing procedures in MAP concentrate on mean achievement levels for large groups of children, Carroll County has extended the accountability concept to include an assessment of what we teach and the impact of that teaching on individual students.

As indicated in previous sections of this report, item analyses of ITBS and Basic Reading Skills Mastery Test results have been prepared. These have provided a direct linkage between the testing program and classroom instruction. We have also secured consultant service through the test publisher in all of the instructional areas covered. As a result, committees of teachers and curriculum specialists are now at work answering three questions which arise from the MAP experience:

- What do test scores indicate?
- How can test results be translated into instructional program improvement?
- What is the total impact of testing on individual learners?

A few of the major activities designed as an extension of MAP are:

- Mathematics - In cooperation with the Data Processing Department, a computer-managed evaluation scheme has been developed and piloted. The classroom teacher can select test items for a specified subset of objectives from a catalog of objectives. By submitting student answer-sheets to the Computer Center, teachers can receive, (1) an item analysis for each student, (2) both team and class grouping reports, and (3) individual student instructional prescriptions;
- Reading - In addition to the analysis of Basic Reading Skills Mastery Tests at the levels determined by the Maryland State Department of Education, several elementary schools and all elementary and middle-school reading resource teachers are using criterion-referenced testing to identify specific skills as a prerequisite to the development of purposeful instruction. These activities are developmental and ongoing. The concept of an Instructional Decision Team has been extended to include ancillary school personnel in the writing of Educational Management Plans for children; and
- Writing - To complement the assessment component of MAP, the language arts department has developed sample test items for selected objectives in writing. Pre- and post-tests based on these samples are being developed.

Carroll County has also decided to administer the entire battery of tests associated with the basic MAP instrumentation. Information important to the development of instructional programs in the areas of study skills and map and globe skills is being accumulated. Testing will continue in grades 3, 5, 7, and 9.

Program Modification Activities

Several program modifications have been mentioned in previous sections of this report. Any list of such activities would also include:

- Mathematics - Since MAP results indicate that a portion of the students in Carroll County are below grade level, a mathematics component has been added to the ESEA Title I program. Teachers in eligible schools have been involved in instructional and curriculum development workshops. At the middle-and high-school levels, a program, supported by the Maryland State Department of Education under QIP, entitled Basic Mathematics Proficiency - A Personalized Approach was developed and has been successfully piloted. The Carroll County Long-Range Plan developed concurrently has also been useful in guiding program modifications in mathematics;

- Reading - A ten-year reading plan has been developed as a system-wide project. This plan includes the development of functional reading programs K-12, the application of Standards for Successful Reading Programs, and inservice training programs for strengthening diagnostic-prescriptive techniques for improving student reading proficiencies. A Highly Able Readers' Project has been developed and was successfully piloted at the elementary, middle-and high-school levels. Communications Skills Laboratories for disadvantaged and handicapped students are now functional in all high schools; and

- Writing - The language arts department developed a five-year plan which recognizes the basic skills priorities. Middle School Model Unit Plans in Listening and Writing provide for greater structure and specific skill instruction in the two areas. In-service courses in the teaching of composition and in oral language development will be offered during 1976-77.

All of these program modifications, and many others, result from critical analysis of MAP results and are designed to meet the unique learning needs of children in our schools. The establishing of catalogs of performance objectives in mathematics, reading and writing was the critical first step in program development.

Unmet Needs

The public schools of Carroll County have faithfully met all requirements of the Maryland Educational Accountability Act. Our view of MAP is that it has established a framework for instructional improvement in our schools. The unmet needs in Carroll

County relate to our continuing efforts to fill in that framework and to realize the potential for learning growth for children established by MAP.

Continued refinement of performance objectives, the development of evaluative measures similar to criterion-referenced tests with content validity for Carroll County, and provision for in-service training of the professional staff are areas which will require considerable time and attention over the next few years.

Other unmet needs are being considered at the present time. Carroll County views these as primary local responsibilities and efforts are being directed toward meeting them.

- Existing MAP instrumentation does not cover all skill areas within the content areas of mathematics, reading and writing;
- Instrumentation for measuring growth in several important affective areas is not available; and
- There is a need to refine our procedures for documenting growth for individual students.

Comments

In summary, the Carroll County Public Schools view the results of the assessment component of MAP with a degree of satisfaction. Analysis of ITBS and BRSMT scores indicates that mean achievement levels for Carroll County students exceed State norms at all grade levels and for all subtests. Satisfaction, however, should not be construed as complacency. It is recognized that much work must be accomplished in continuing our efforts to maximize growth and learning for every student.

Norm referenced testing by itself does not adequately measure the effectiveness of a school system or its instructional programs. Such testing provides little assistance in efforts to monitor individual pupil growth and development. For these reasons, Carroll County is moving, as rapidly as human and financial resources permit, toward supplementing the MAP assessment component with other measures including criterion-referenced materials and process-evaluation activities. We believe that the combination of these measures, locally designed and administered, with the basic MAP assessment plan will provide for better accountability to the students, parents, and communities we serve.

CARROLL COUNTY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
79,100	$12,845	7.1

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.0	10.7

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
19,275	$11,279	$20,144	8.6	20.9

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
15.0%	19.9	95.1%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,115.67	$808.04	72.4%	$31.25

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.8%	$21.26	1.9%

CARROLL COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	1,413	97.74	15	105.3	15.78	3.95	1.08
	5	1,538	99.28	14	107.4	13.76	5.67	1.45
	7	1,688	89.45	7	107.4	14.70	7.40	1.72
	9	1,576	90.29	4	107.4	16.07	8.77	1.86
(2) READING COMPRE-HENSION (ITBS)	3	1,413	97.74	15	105.3	15.78	4.04	1.24
	5	1,538	99.28	14	107.4	13.76	5.68	1.43
	7	1,688	89.45	7	107.4	14.70	7.37	1.67
	9	1,576	90.29	4	107.4	16.07	8.73	1.85
(3) SPELLING (ITBS)	3	1,413	97.74	15	105.3	15.78	4.68	1.26
	5	1,538	99.28	14	107.4	13.76	6.09	1.70
	7	1,688	89.45	7	107.4	14.70	7.66	2.07
	9	1,576	90.29	4	107.4	16.07	8.64	2.17
(4) CAPITAL-IZATION (ITBS)	3	1,413	97.74	15	105.3	15.78	4.58	1.24
	5	1,538	99.28	14	107.4	13.76	6.14	1.69
	7	1,688	89.45	7	107.4	14.70	7.85	2.06
	9	1,576	90.29	4	107.4	16.07	8.77	2.19
(5) PUNCTUATION (ITBS)	3	1,413	97.74	15	105.3	15.78	4.69	1.38
	5	1,538	99.28	14	107.4	13.76	5.95	1.69
	7	1,688	89.45	7	107.4	14.70	7.49	2.04
	9	1,576	90.29	4	107.4	16.07	8.46	2.25

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	1,413	97.74	15	105.3	15.78	4.16	1.35
	5	1,538	99.28	14	107.4	13.76	5.61	1.73
	7	1,688	89.45	7	107.4	14.70	7.39	2.05
	9	1,576	90.29	4	107.4	16.07	8.34	2.18
(7) LANGUAGE TOTAL (ITBS)	3	1,413	97.74	15	105.3	15.78	4.53	1.16
	5	1,538	99.28	14	107.4	13.76	5.95	1.53
	7	1,688	89.45	7	107.4	14.70	7.60	1.82
	9	1,576	90.29	4	107.4	16.07	8.55	1.94
(8) MATHEMATICAL CONCEPTS (ITBS)	3	1,413	97.74	15	105.3	15.78	3.96	0.94
	5	1,538	99.28	14	107.4	13.76	5.95	1.41
	7	1,688	89.45	7	107.4	14.70	7.84	1.64
	9	1,576	90.29	4	107.4	16.07	9.12	1.81
(9) MATHEMATICAL PROBLEMS (ITBS)	3	1,413	97.74	15	105.3	15.78	3.90	1.10
	5	1,538	99.28	14	107.4	13.76	5.57	1.33
	7	1,688	89.45	7	107.4	14.70	7.45	1.59
	9	1,576	90.29	4	107.4	16.07	8.87	1.80
(10) MATHEMATICAL TOTAL (ITBS)	3	1,413	97.74	15	105.3	15.78	3.93	0.97
	5	1,538	99.28	14	107.4	13.76	5.77	1.29
	7	1,688	89.45	7	107.4	14.70	7.64	1.53
	9	1,576	90.29	4	107.4	16.07	8.99	1.70

CARROLL COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	103.8	104.8	105.3
	5	104.6	104.8	107.4
	7	102.8	106.2	107.4
	9	107.1	103.2	107.4
VOCABULARY (ITBS)	3	3.85	3.88	3.95
	5	5.51	5.54	5.67
	7	7.24	7.12	7.40
	9	8.86	8.61	8.77
READING COMPREHENSION (ITBS)	3	3.86	4.00	4.04
	5	5.67	5.65	5.68
	7	7.37	7.16	7.37
	9	9.03	8.76	8.73
LANGUAGE TOTAL (ITBS)	3	4.26	4.37	4.53
	5	5.82	5.97	5.95
	7	7.22	7.31	7.60
	9	8.73	8.42	8.55
MATHEMATICAL TOTAL (ITBS)	3	3.84	3.85	3.93
	5	5.83	5.79	5.77
	7	7.60	7.47	7.64
	9	9.33	8.93	8.99

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

TABLE 3. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	1,575	1,196	75.9	1,299	946	72.8
II. Understanding Forms	1,575	1,142	72.5	1,299	1,041	80.1
III. Gaining Information	1,575	1,033	65.6	1,299	1,065	82.0
IV. Following Directions	1,575	1,297	82.3	1,299	1,127	86.8
TOTAL TEST	1,575 (99.1)**	1,188	75.4	1,299 (94.7)**	1,081	83.2

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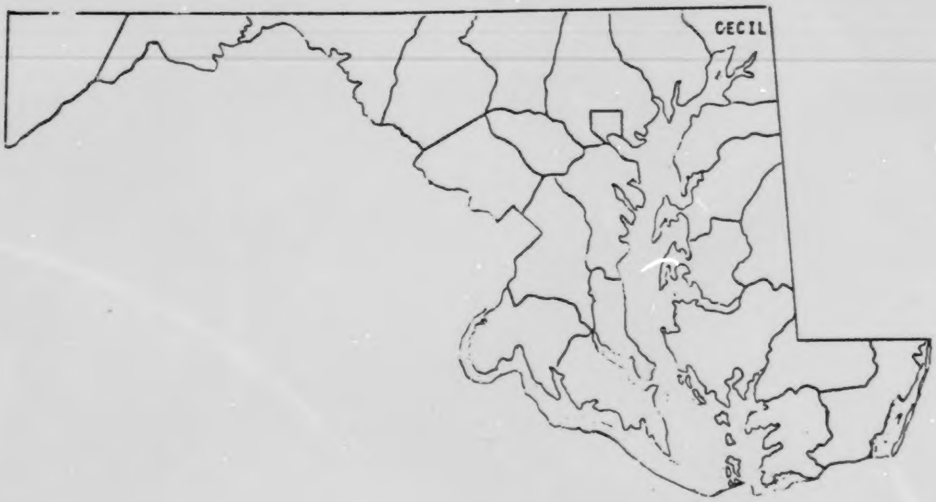
* "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

2.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Cecil County



General Outgrowths of MAP Participation

The Cecil County Public School's commitment to implement the Maryland Accountability Program has resulted in improved articulation and communication among instructional personnel at both the local school and system levels.

The MAP has assisted the Cecil County Public Schools in developing a more systematic approach in our efforts at improving the instructional program. First, it has helped in identifying instructional priorities. These priorities are embodied in our statement of school objectives in the areas of reading, writing and mathematics and in our commitment to their attainment by the students. Second, it has helped in assessing where individual schools and individual students are in relationship to these objectives. Finally, MAP has helped in identifying more specifically our needs in the areas of curriculum development, inservice experiences for instructional personnel, and the need for additional personnel at the local school and system levels.

Comments on Interpretations and Presentations of Results

Dissemination of information on accountability results is one of the most critical aspects of the program. The central office instructional staff was the first group which reviewed the results. Accountability planning committees were then formulated and on February 16, 1976, an entire professional day was devoted to the following objectives:

- To make all professional personnel more aware of the Maryland Accountability Testing Program;
- To provide an inservice experience designed to improve student attitudes and skills for taking tests;
- to develop a program for teaching strategies that will improve known areas of deficiencies as indicated by test results; and
- To provide in-service experiences for teachers in areas other than mathematics and language arts whereby all professional personnel become more effective teachers.

Every certified staff member in Cecil County was involved in accountability in-service sessions. Additional faculty meetings were conducted in each school throughout the year to look at local school test results in relation to school objectives in the areas of reading, writing and mathematics.

Parents were made aware of their child's individual achievement in relation to the following four areas of comparison: local school grade averages, Cecil County grade averages, Maryland averages for students of like ability and Maryland grade averages. All of these averages were presented in terms of grade equivalents. Explanations of the terms were given to help readers better understand the data presented.

Opportunities were made available for parents to meet with local school personnel to discuss questions regarding the test results and the accountability program in general.

News releases were printed by the local news media as an additional means of keeping the general public informed.

The third year of testing under the accountability program provided Cecil County with additional statistical data about achievement of students in the third, fifth, seventh, and ninth grades in reading, writing and mathematics. Most of the students tested during this third year of testing were also tested during the first year of the accountability program. Comparisons of scores of these two years enabled us to evaluate growth in the achievement of individual students as well as for groups of students.

The test data allowed for the comparison of the average grade equivalent scores of county students to that of the average grade equivalent scores of the students throughout the State of Maryland. It also allowed for the comparison of the average grade equivalent score of students in each Cecil County school to that of all other schools through the State having student populations of similar ability.

Studies of the spring 1976 test results show that Cecil County students are achieving about as well as their fellow students throughout the State. There are 40 grade equivalent scores on which a direct comparison can be made between Cecil County averages and Maryland state-wide averages. Of these 40 scores, Cecil County students are above the statewide averages on 17 and below on 23. However, only four of the 40 scores show a significant difference, that is, one of three months or more. Our fifth-graders are about three months below the State average in spelling and language total and four months below the State average in language usage. Our seventh-grade students are approximately four months below the State average in language usage. Efforts are being directed at raising the achievement in these areas.

Locally Initiated Evaluative Efforts

At the beginning of the 1975-76 school year, each school in the county had an approved set of goals and objectives for reading, writing and mathematics. Individual grade-level or subject-area teachers within many schools began selecting and/or developing assessment tasks to determine whether or not "typical" students are meeting the established goals and objectives.

During the summer of 1976, groups of teachers of kindergarten, grade 1, grade 2 and grade 3 compiled assessment tasks to evaluate individual student progress in the goals and objectives set for primary students in reading, writing and mathematics. Similar assessment tasks will be developed for the intermediate, middle- and high-school levels.

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Assessment tasks have also been designed for the skill profile sheets used in reading and mathematics in the county. These will help teachers uniformly evaluate the skill development of students in the first six levels of mathematics and the first ten levels of reading. Finalizing the assessment tasks for the remaining mathematics and reading levels is in process. These uniform tasks will help in communicating the progress of students toward the objectives of the reading and mathematics programs.

The identification of potential learning problems of each kindergarten pupil as indicated by the Maryland Systematic Teacher Observation form was completed. This served as one of the sources of data for diagnosing and prescribing for individual pupils.

Eighth-grade students were diagnostically assessed in the basic skills of reading and writing with a county-developed instrument. To determine effectiveness of materials and programming, pupils enrolled in Algebra I and Prep Algebra II were administered a standardized Algebra I test. Students performed at the 57th percentile county-wide. Item analyses of the results are being used to plan program modification.

Program Modification Activities

During the 1975-76 school year members of the central office staff, administrators and teachers began the implementation of the Writing Guide for Classroom Teachers K-8. This guide which complemented each local school's objectives in writing focused upon a continuous development of language area writing skills. An ongoing examination of test scores in the three major areas of the accountability program had directed major attention to this area of need.

Another major instructional thrust in 1975-76 was the revision of elementary reading and mathematics skill sheets. This revision was designed to include functional reading skills at all of the first ten levels in the elementary school as well as other necessary skill additions to meet other reading instructional objectives. Elementary-school in-service work also designed assessment tasks in reading, writing and mathematics to evaluate the achievement of the local school objectives at the primary level.

New text materials in mathematics at the middle-school level and in reading at the elementary-school level were evaluated and purchased. The mathematics material was selected to meet the needs for remediation of skills required to meet competency levels in basic mathematics objectives.

The secondary school has taken additional steps toward improvement. Students identified by IOWA test scores and by teacher's prognosis for success were tested by a county-developed instrument. Two class periods of instruction are aimed at closing the gap between expectancy and achievement scores for these students in specific areas of reading and writing.

Examination of scores over secondary-school grade levels showed significant achievement differences in seventh and ninth grades. Programs at middle-school levels were modified for the current year by a change in approach. Although cooperative teaching has been basic to the philosophy of middle schools in the country in the past, modifications of the team-teaching approach have been instituted for the coming year. Subject-matter specialists in the middle-schools will be teaching advanced students in the areas of reading, language and mathematics. Results of this modification may bring further revision of existing programs.

American Fiction, a course of study in the PEN English program, was revised last year. All of the content and the activities for the unit were developed to correlate with specific school objectives in reading and writing for this level.

Scheduled for fall of 1976 was an in-service workshop for all secondary mathematics teachers who are working with remedial students. The workshop emphasized alternative approaches to presenting basic-skill concepts.

Additional special education programs instituted in the county this year, though directed to other specific instructional goals, will help in improving the reading and mathematics skills of our students.

Unmet Needs in Implementing MAP

Implementing the accountability program requires many things - all of which cost money. The inadequate funding of school budget requests continues to leave critical needs unmet in our system. The need for a Coordinator of Accountability to supervise all aspects of the test administration, analysis of test data, and test interpretation for the staff and public is no less a need this year than it was a year ago. In fact, the need for a Coordinator grows with the expansion of the program. Moreover, the future portends still greater growth of the accountability plan, making the need for this person even more acute. The tremendous work burden placed on the central office staff makes additional personnel a priority. A look at Facts About Maryland Public Education, 1975-76 shows that Cecil County ranks lowest of all the subdivisions of the State in staff assigned to schools and total staff employed and 22nd out of the 24 systems in certificated staff employed in the central office.

The accountability program has added a substantial burden to our local budget; this burden seems to go unrecognized by those mandating the program. During 1975-76, the costs to score the tests exceeded the amount of funds budgeted for this purpose. In addition to test-scoring costs, there were substantial costs in staff time and materials to interpret and disseminate the results to the staff, students and parents. Since the accountability program is mandated, it is guaranteed funding at the expense of other equally important curriculum-development functions. While the assessment component expands, curriculum development workshops are eliminated for lack of funds.

If the local system is to make full use of the assessment component of the accountability program, the funds must be forthcoming to support the necessary programs for improvement of instruction in those areas where test results indicate improvement is needed. Cecil County needs funds for curriculum-development workshops, increased staff to expand reading programs, the development of programs for the gifted and talented students, and the student in need of remediation and the general improvement of our teacher-pupil ratio. The accountability program has focused attention on areas in need of help; funds are now needed to do something about those needs. Improvement in programs has decreased, for the system struggles to maintain the status quo.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
55,200	$11,671	11.5

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.6	11.4

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
13,401	$11,778	$20,365	8.4	14.0

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
19.6%	20.8	94.0%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,076.74	$764.15	71.0%	$32.48

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.0%	$7.53	0.7%

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	927	93.64	16	101.7	15.70	3.68	1.04
	5	1,050	95.14	16	101.7	14.87	5.11	1.48
	7	1,172	94.11	6	102.1	14.27	6.69	1.77
	9	1,135	83.08	5	103.5	14.95	8.30	1.95
(2) READING COMPRE-HENSION (ITBS)	3	927	93.64	16	101.7	15.70	3.78	1.22
	5	1,050	95.14	16	101.7	14.87	5.26	1.42
	7	1,172	94.11	6	102.1	14.27	6.84	1.62
	9	1,135	83.08	5	103.5	14.95	8.55	1.80
(3) SPELLING (ITBS)	3	927	93.64	16	101.7	15.70	4.23	1.31
	5	1,050	95.14	16	101.7	14.87	5.35	1.74
	7	1,172	94.11	6	102.1	14.27	6.80	2.06
	9	1,135	83.08	5	103.5	14.95	8.43	2.25
(4) CAPITAL-IZATION (ITBS)	3	927	93.64	16	101.7	15.70	4.08	1.25
	5	1,050	95.14	16	101.7	14.87	5.49	1.60
	7	1,172	94.11	6	102.1	14.27	7.13	1.97
	9	1,135	83.08	5	103.5	14.95	8.57	2.22
(5) PUNCTUATION (ITBS)	3	927	93.64	16	101.7	15.70	4.09	1.40
	5	1,050	95.14	16	101.7	14.87	5.45	1.61
	7	1,172	94.11	6	102.1	14.27	6.98	2.00
	9	1,135	83.08	5	103.5	14.95	8.32	2.24

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	927	93.64	16	101.7	15.70	3.80	1.32
	5	1,050	95.14	16	101.7	14.87	5.05	1.63
	7	1,172	94.11	6	102.1	14.27	6.58	1.95
	9	1,135	83.08	5	103.5	14.95	8.09	2.18
(7) LANGUAGE TOTAL (ITBS)	3	927	93.64	16	101.7	15.70	4.05	1.15
	5	1,050	95.14	16	101.7	14.87	5.34	1.44
	7	1,172	94.11	6	102.1	14.27	6.87	1.74
	9	1,135	83.08	5	103.5	14.95	8.35	1.96
(8) MATHEMATICAL CONCEPTS (ITBS)	3	927	93.64	16	101.7	15.70	3.64	0.96
	5	1,050	95.14	16	101.7	14.87	5.77	1.44
	7	1,172	94.11	6	102.1	14.27	7.31	1.65
	9	1,135	83.08	5	103.5	14.95	8.89	1.85
(9) MATHEMATICAL PROBLEMS (ITBS)	3	927	93.64	16	101.7	15.70	3.70	1.05
	5	1,050	95.14	16	101.7	14.87	5.47	1.31
	7	1,172	94.11	6	102.1	14.27	7.04	1.61
	9	1,135	83.08	5	103.5	14.95	8.66	1.71
(10) MATHEMATICAL TOTAL (ITBS)	3	927	93.64	16	101.7	15.70	3.77	0.95
	5	1,050	95.14	16	101.7	14.87	5.62	1.30
	7	1,172	94.11	6	102.1	14.27	7.18	1.53
	9	1,135	83.08	5	103.5	14.95	8.77	1.68

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	98.0	102.0	101.7
	5	100.4	101.8	101.7
	7	101.1	100.6	102.1
	9	101.2	102.2	103.5
VOCABULARY (ITBS)	3	3.33	3.56	3.68
	5	5.04	5.09	5.11
	7	6.79	6.74	6.69
	9	8.38	8.55	8.50
READING COMPREHENSION (ITBS)	3	3.47	3.72	3.78
	5	5.20	5.25	5.26
	7	6.96	6.90	6.84
	9	8.41	8.63	8.55
LANGUAGE TOTAL (ITBS)	3	3.65	3.92	4.05
	5	5.25	5.26	5.34
	7	6.68	6.81	6.87
	9	8.15	8.45	8.35
MATHEMATICAL TOTAL (ITBS)	3	3.54	3.75	3.77
	5	5.57	5.58	5.62
	7	7.27	7.16	7.18
	9	8.59	8.77	8.77

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

TABLE 3. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST

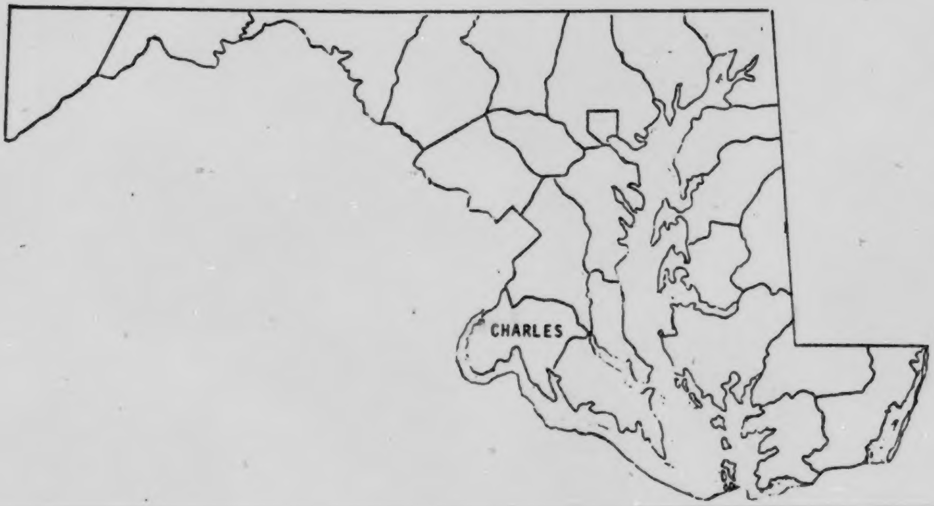
SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	1,131	828	73.2	819	538	65.7
II. Understanding Forms	1,131	765	67.6	819	622	75.9
III. Gaining Information	1,131	658	58.2	819	630	76.9
IV. Following Directions	1,131	879	77.7	819	672	82.1
TOTAL TEST	1,131	799	70.6	819	642	78.4
	(96.7)**			(91.2)**		

* "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

2.2 Local School System Level--Accountability Assessment Information

Charles County



MAP Assistance in Improving Instructional Programs

The Maryland Accountability Program has provided further impetus to a local accountability system that we had installed several years prior to the State-level program. During the last several years, using both the State accountability program and our local accountability system, we have identified the instructional priorities of reading, language arts, and mathematics, and have made a significant effort to focus our human and material resources upon these priorities. At the system level, the divisional level, and the school level, we have stated objectives in these areas in measurable terms and have placed great emphasis throughout the system on the achievement of these objectives. The result of this activity has been an increased intensity in focusing on some of the basic instructional problems that have been identified in this process. The fact that we have in the past, and continue to engage in a systematic evaluation and review on a yearly and mid-yearly basis, has brought about a more organized approach to the resolution of our programs and what we feel is a more effective utilization of the resources at our disposal.

Interpretation and Presentation of MAP Results to Both the Educational Community and the General Public.

The Maryland Accountability Program results are used by the educational staff and the community. The various uses are described below for both categories of users.

The educational staff uses the results at the system-wide planning level and at intermediate levels down to and including the individual schools. More specific details are provided in the accompanying paragraphs as to the particular applications at each organizational level.

The community receives the test results from the media. The public reaction this year was rather bland and without any particular response. The meaning of this reaction is not clear, but the Board has expressed a belief that there is a lack of understanding of the results. As a result of this Board belief a committee has been formed and charged with finding ways to express the results in understandable language. This committee will soon make recommendations to the Board.

Locally Initiated Evaluative Efforts That Have Been Undertaken

As indicated in the above, Charles County had initiated an evaluation-based accountability system several years prior to the State-level program. We administer the Metropolitan Achievement Test and the Otis-Lennon Mental Abilities Test to all grades (except 11th and 12th) which are not included in the accountability program. A complete, published annual analysis and interpretation of the County testing program has been forwarded to the Maryland State Department of Education for the past five years. As a supplement to the MAT and ITBS, we also administer criterion-referenced mathematics and reading tests to several schools and grade levels in our county as part of our programs in these subjects. These tests are used for diagnostic-prescriptive purposes by the classroom teacher. At present, we are considering a proposal to measure the reading status of our 12th-grade students.

Several projects have been implemented to enhance follow-up studies of both the State and County testing program. Our I.Q. Band Study indicates the number of children in each of six I.Q. bands by school and by county and also projects the percentage of children by grade and by school who have I.Q.'s in the ranges of "potentially gifted, potentially talented, average, and potentially qualified for special education." In another study using both the MAT and the IRBS results, students achieving below the 26th percentile in either reading, vocabulary and/or mathematics were flagged. In the second phase of the study, those pupils whose I.Q.'s are above the 26th percentile but whose achievement is below that same percentile were flagged. This particular study affords a coarse, County-wide screening which is being used to identify initially students who are possibly underachieving or who might be suffering learning disability problems. A list of students' names resulting from this study is now being checked to determine how many of these individuals have been contacted by our Learning Evaluation Center, psychologists, and other special services for purposes of diagnosis and remediation. Other studies and projects too numerous to be included in this report have been initiated as follow-ups of our evaluation data.

Program Modification Activities

During the past year and in the current school year, we have made a very specific effort to develop new and improved programs in the areas identified by the Maryland Accountability reports and the system and school objectives. During the past school year, we have made a major staff-development effort at the elementary-school level in the teaching of reading. Our efforts have focused primarily on teaching of reading. Our efforts have focused primarily on teaching teachers how to teach comprehension skills and the development of reading comprehension, an area of weakness identified by the accountability programs. This effort has been spearheaded by the utilization of reading consultants who have worked in the schools at the classroom level with teachers over the past school year.

In the area of mathematics, we have further developed the utilization of criterion-referenced tests and individualized learning packages in mathematics for children who are particularly weak in this area. It is our long-range plan that within the next several years, we will have such criterion-referenced measures and programs at several levels throughout the school system.

Our program emphasis for the coming year continues to involve reading, language arts, and mathematics. In addition, we are focusing on those children in our school system who are more highly able and gifted in these and other areas. This emphasis has come about as a result of information extracted from the accountability testing results, indicating lower-level achievement for youngsters with higher-level ability.

Unmet Needs with Respect to Implementing the Maryland Accountability Program

Our extensive and sequential county and State accountability evaluations have served to verify, uncover, or justify further surveys into a variation of potentially unmet needs. Some of these needs appear in the areas of language arts, vocabulary, staff development, extension of our gifted and talented program and special education. However, budgetary limitations, decreasing Federal and State financial support, and a general public attitude of resistance toward governmental funding has created many problems in this County in satisfying unmet needs indicated by evaluative process. We feel strongly that the increasing demands of the public for more inclusive educational services, the needs projected by our accountability programs and State mandates requiring extended educational responsibilities places financial burdens upon LEA's and conflicts with local economic attitudes and funding levels. Both Federal and State governments must now consider the minimization of educational services or an increase in the financial support of these services.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
58,200	$14,552	14.4

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.0	12.0

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
17,022	$12,546	$21,391	8.9	18.6

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
25.1%	19.5	93.9%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,184.91	$806.88	68.1%	$31.16

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.6%	$11.65	1.0%

CHARLES COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	1,310	98.93	16	98.3	16.30	3.41	1.07
	5	1,366	97.36	16	102.3	15.53	4.97	1.53
	7	1,452	97.25	5	99.5	15.93	6.34	1.86
	9	1,433	81.37	3	100.0	16.55	7.74	2.13
(2) READING COMPREHENSION (ITBS)	3	1,310	99.08	16	98.3	16.30	3.56	1.16
	5	1,366	97.36	16	102.3	15.53	5.10	1.44
	7	1,452	97.25	5	99.5	15.93	6.61	1.68
	9	1,433	81.51	3	100.0	16.55	8.03	1.91
(3) SPELLING (ITBS)	3	1,310	98.93	16	98.3	16.30	4.15	1.33
	5	1,366	97.44	16	102.3	15.53	5.33	1.82
	7	1,452	97.11	5	99.5	15.93	6.50	2.02
	9	1,433	83.39	3	100.0	16.55	7.85	2.39
(4) CAPITALIZATION (ITBS)	3	1,310	99.01	16	98.3	16.30	4.01	1.29
	5	1,366	97.44	16	102.3	15.53	5.68	1.67
	7	1,452	97.11	5	99.5	15.93	6.81	2.05
	9	1,433	83.25	3	100.0	16.55	8.20	2.37
(5) PUNCTUATION (ITBS)	3	1,310	99.08	16	98.3	16.30	4.18	1.41
	5	1,366	97.44	16	102.3	15.53	5.62	1.62
	7	1,452	97.11	5	99.5	15.93	6.50	2.03
	9	1,433	83.04	3	100.0	16.55	7.93	2.34

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	1,310	99.31	16	98.3	16.30	3.65	1.32
	5	1,366	97.44	16	102.3	15.53	5.23	1.72
	7	1,452	97.11	5	99.5	15.93	6.59	2.06
	9	1,433	83.04	3	100.0	16.55	7.57	2.27
(7) LANGUAGE TOTAL (ITBS)	3	1,310	99.39	16	98.3	16.30	4.01	1.18
	5	1,366	97.44	16	102.3	15.53	5.48	1.53
	7	1,452	97.25	5	99.5	15.93	6.62	1.78
	9	1,433	83.46	3	100.0	16.55	7.89	2.09
(8) MATHEMATICAL CONCEPTS (ITBS)	3	1,310	99.08	16	98.3	16.30	3.54	0.97
	5	1,366	97.22	16	102.3	15.53	5.43	1.36
	7	1,452	97.25	5	99.5	15.93	6.75	1.51
	9	1,433	85.07	3	100.0	16.55	8.02	1.84
(9) MATHEMATICAL PROBLEMS (ITBS)	3	1,310	99.08	16	98.3	16.30	3.53	1.09
	5	1,366	97.36	16	102.3	15.53	5.24	1.28
	7	1,452	97.18	5	99.5	15.93	6.56	1.61
	9	1,433	85.14	3	100.0	16.55	7.90	1.82
(10) MATHEMATICAL TOTAL (ITBS)	3	1,310	99.16	16	98.3	16.30	3.56	0.96
	5	1,366	97.36	16	102.3	15.53	5.35	1.23
	7	1,452	97.25	5	99.5	15.93	6.71	1.42
	9	1,433	85.14	3	100.0	16.55	7.96	1.73

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975- 1976
NONVERBAL ABILITY (CAT)	3	96.7	96.7	98.3
	5	97.7	99.4	102.3
	7	97.1	96.8	99.5
	9	97.8	97.6	100.0
VOCABULARY (ITBS)	3	3.22	3.31	3.41
	5	4.85	4.88	4.97
	7	6.37	6.32	6.34
	9	7.75	7.82	7.74
READING COMPREHENSION (ITBS)	3	3.34	3.40	3.56
	5	4.96	4.98	5.10
	7	6.64	6.60	6.61
	9	7.87	7.99	8.03
LANGUAGE TOTAL (ITBS)	3	3.71	3.72	4.01
	5	5.20	5.31	5.48
	7	6.56	6.53	6.62
	9	7.77	7.98	7.89
MATHEMATICAL TOTAL (ITBS)	3	3.45	3.46	3.56
	5	5.21	5.19	5.35
	7	6.70	6.68	6.71
	9	8.01	8.02	7.96

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

TABLE 3. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST

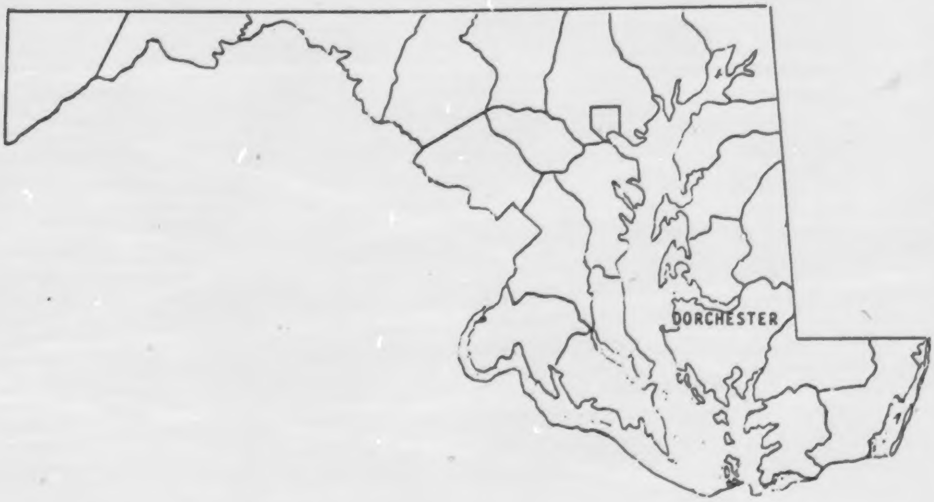
SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	1,348	842	62.5	889	510	57.4
II. Understanding Forms	1,348	775	57.5	889	595	66.9
III. Gaining Information	1,348	665	49.3	889	616	69.3
IV. Following Directions	1,348	893	66.2	889	671	75.5
TOTAL TEST	1,348 (93.0)**	804	59.6	889 (84.3)**	610	68.6

* "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

2.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Dorchester County



Introduction

The third year of the Maryland Accountability Program has been a very important year for the Dorchester County School System. Again, the educational staff for the Dorchester County School System accepts wholeheartedly the mandate of the Governor and the Legislature to conduct a continuous evaluation of the students' achievement in reading, writing, and mathematics. In fact, this mandate has provided the impetus for upgrading the entire instructional program. Major accomplishments are apparent in the field of curriculum development, improved teacher techniques, improved student achievement, and improved student behavior. However, at this point, it is important to restate a basic premise on which our accomplishment is predicted -- the basic average level of intelligence of the Dorchester County school population. Test results show children in the county to have an average Standard Age Score in the middle 90's. When this all-important factor is coupled with several other socio-economic factors. Dorchester County school personnel do not have to rationalize explanations for some of the low achievement scores. Two major factors should be cited. The first is that the average educational attainment of the adults in Dorchester County is ninth grade, sixth month. The other factor that contributes to the educational achievement of the students in Dorchester County is the median family income. Dorchester County has a median family income of $8,208 in contrast with an average family income for the state of $13,474. The difference in educational achievement between a county like Dorchester and Montgomery County, whose median family income is $18,996, is certainly a major factor which the Governor and Legislature must take into consideration when test results are reviewed. The percentage of disadvantaged school-age children in Dorchester County is 21.4 percent in relation to the state's average of 11.24 percent. The citing of these factors should not construed as meaning that Dorchester County feels a sense of hopelessness. On the contrary, the entire school staff is dedicated toward upgrading and improving the educational accomplishments of its student population.

MAP Assistance in Improving Instructional Program

MAP has assisted Dorchester County's Public Schools to utilize a systematic approach in improving their instructional program in reading, writing, and mathematics. The LEA established system-wide objectives, which included the reading, writing, and mathematics accountability objectives. These accountability objectives were given priority status in the budgeting process for personnel, supportive services, and instructional materials. Federal, state, and local programs designed to improve the basic skills of students in reading, writing, and mathematics were implemented. These programs included ESEA, Title I; ESAA; Continuum; and Special Education.

The superintendent and central office staff studied the Maryland Accountability Report as it related to Dorchester County's student academic achievement by skill areas, non-verbal ability, Maryland's norm, and the residual difference. After studying these data, the supervisor and principal of each local school studied the accountability data and assessed the areas of strengths and weaknesses for each school. The superintendent shared the accountability data with each local school faculty and requested that each faculty submit its plans for maintaining the areas of strength and developing procedures for improving its areas of weakness.

The supervisors and principals worked with faculty teams to provide appropriate programs for all students, analyze accountability test data, and help students learn how to take tests.

Interpretation and Presentation of MAP Results

Dorchester County school personnel are generally encouraged that students are making a gradual improvement in most areas and remaining relatively stable in other areas, as indicated by the 1975-76 Accountability test data.

Students in Grades 3 and 5 showed modest improvement in the areas of vocabulary, reading comprehension, language, and mathematics. Grade equivalent scores in Grades 3 and 5, while scoring slightly below the Maryland averages, nevertheless, closed the gap of previous years' testing. For example, Dorchester County grade equivalent scores for Grade 3 range from less than one month below the grade equivalent reported by the State in vocabulary to a high only two months below the State average in reading comprehension. In Grade 5, scores range from less than one month below the State average in language to a high of only three months below the State average in reading comprehension.

The report does, however, point out some weaknesses in Grades 7 and 9, where Dorchester County students continue to function below grade level. There were some minor gains reflected in the county scores over previous years in the areas of vocabulary, language, and mathematics in the ninth-grade and in the language area at the seventh-grade level. (See Figure A)

As a result of MAP, the Superintendent has been asked by the Board of Education to establish specific county goals. The Superintendent, after meeting with the central office staff, has established a goal of stabilizing third-grade scores; improving grade 5 by one month in vocabularly and reading, while solidifying mathematics and language. In Grade 7 and 9, a goal of two months improvement in all areas - vocabularly, reading comprehension, language, and mathematics has been established.

Principals and supervisors are currently meeting to develop strategies for accomplishment of these goals.

DORCHESTER COUNTY

Figure A

Scores Reported
in Grade Equivalents

IOWA TEST OF BASIC SKILLS: Comparisons 1974, 1975, 1976

COUNTY TOTALS	VOCABULARY				READING COMPHREHENSION				LANGUAGE				MATHEMATICS			
	1 1973-74	2 1974-75	3 1975-76	4-2-3 Diff.	1 1973-74	2 1974-75	3 1975-76	4-2-3 Diff.	1 1973-74	2 1974-75	3 1975-76	4-2-3 Diff.	1 1973-74	2 1974-75	3 1975-76	4-2-3 Diff.
Grade 3	3.04	3.34	3.57	+ .23	3.14	3.45	3.51	+ .06	3.76	4.10	4.19	+ .09	3.24	3.40	3.64	+ .24
Grade 5	4.61	4.97	5.18	+ .21	4.76	4.92	4.99	+ .07	5.00	5.46	5.61	+ .15	4.80	5.05	5.38	+ .33
Grade 7	5.98	6.15	6.06	- .09	6.25	6.29	6.25	- .04	6.37	6.47	6.67	+ .20	6.49	6.50	6.43	- .07
Grade 9	7.48	7.50	7.53	+ .03	7.77	7.66	7.66	+ .00	7.84	7.49	7.71	+ .22	7.89	7.78	7.94	+ .16

Locally Initiated Evaluation

The MAP emphasis on the evaluation of objectives provided an important stimulus for a workshop with principals and central office staff. Several factors were emphasized in the workshop, including the development of local school objectives supportive of the 20 system objectives, the setting of measurable strategies, and the procedures to evaluate attainment of the objectives. Selecting several objectives as a focus, the principal and teaching staff of each county school developed strategies and established evaluation measures for each objective.. The ITBS and the Reading Mastery Test were two of the evaluative measures used.

The Reading Mastery Test was implemented for the first time at the seventh- and eleventh-grade levels to assess the level of functional reading skills. Also, at the 11th grade, the level of achievement was assessed for the first time using the Sequential Test of Educational Progress, Additionally, students at the seventh- and eighth-grade levels were assessed with the Comprehensive Test of Basic Skills.

The county-wide standardized testing programing at the primary grades indicated continued academic progress in the area of reading. An additional analysis of the total results for the first grade indicated excellent overall achievement. The average growth rate was 20.6 percentile points above that expected. At the beginning of the year, 61% of the students fell at, or below, the 25th percentile. At the end of the year, only 22% fell within this category.

Program Modifications and School-Level Instructional Objectives

Numerous programs were initiated this past year as a result of the county's ongoing evaluation of the educational programs. Improvement in the quality of education within Dorchester County was anticipated with the following program modifications:

- A curriculum was developed for functional classes at the secondary level;
- All curriculum revisions included greater specificity in line with the course objectives. All teachers have been requested to follow the Board approved curriculum;
- A school budget presentation included the school's objectives;
- School-level meetings were held to evaluate the level of accomplishment of the school-level MAP objectives. Specific school activities and teaching strategies were outlined in this evaluation;
- A helping teacher was added to the grades 4-8 ESAA Program;
- A reading program was budgeted for the middle schools, grades 6-8;
- Fragmentation within the K-5, 6-8, and 9-12 programs was reduced by the planned consolidation or reorganization of 11 schools;

- Principals, faculties, students, and parents associated with school consolidations were involved in organizational planning;

- The special education, federally funded, and regular classroom programs were consolidated under a supervisor to unify educational programs in a school;

- Attendance requirements were strengthened to increase a student's likelihood of exposure to the educational programs;

- The "Indicators of Quality" instructional atmosphere was re-emphasized in a principals'-central office workshop. Specific objectives for improving educational quality, as well as strategies and evaluation measures were required of each participant. Principals were charged with conducting an in-service workshop with their staff;

- The *Occasional Paper on Accountability: Improving Student Attitudes and Skills for Taking Tests* was given to all teachers in grades 2-5 and made available to other teachers;

- Selected teachers at all levels attended workshops which focused on the development of learning environments and techniques to aid in the prevention of classroom disruptive behaviors;

- Greater use was made, by elementary teachers, of appropriate ITV programs as part of the reading instruction;

- Five major workshops were held within the county during the summer to modify various activities as they relate to the assessment program. Topics covered were kindergarten curriculum, utilizing ITV in the classroom, the continuum instructional program, use of minority materials in the curriculum, and model inservice basic reading for elementary and secondary levels; and

- School-level ARD (Admission-Review-Dismissal) meetings were held to select the best program for students experiencing difficulty in school and an educational management plan was developed for the student.

The development of school-level instructional objectives resulted in more use of teacher pre-testing, more frequent review of student progress, more in-depth record-keeping of student accomplishments, a more detailed sequential outline of student-skills development, and teachers becoming more involved in this process.

Test results were examined on a school- grade- and teacher-basis. This resulted in an in-depth evaluation of how well the objectives had been accomplished, as well as pinpointing areas of strengths and/or weaknesses in our instructional program.

Unmet Needs with Respect to Implementing the MAP

- Students with patterns of atypical behavior

Although many hours have been spent by various school committees in discussions concerning atypical behavior of a large segment of our student population, there still exists a major problem that prevents Dorchester County Schools from achieving expected achievement levels for all students.

Students exhibiting patterns of atypical behavior receive a disproportionate share of a teacher's time and energy to the detriment of large groups of students.

The most often voiced question asked by our teachers has been, "What can we do with that group of students in each of our classes which simply doesn't care?" Motivation of human beings is a most difficult process and a process not fully understood by teachers. In many instances, additional types of expertise: psychological, social, and technical, are needed to supplement teaching skills. In a rural county, the availability of these services is extremely limited, and often nonexistent.

Alternate schools or programs to meet the needs of these unmotivated youth are extremely expensive. It is true that Dorchester County has had many federal grants, particularly at the elementary level, to remedy this problem. Our improved test scores at the elementary level are an indicator that these federally-funded programs have been, to a great degree, successful. Middle schools and the secondary schools have not had the full benefit of federal support, a factor which may account in part for lower achievement levels. (See Figure A)

- Students with creative and gifted abilities

Test results indicate that our students who are capable of creative accomplishment and who are able to handle the content of our curriculum do not achieve to the measure of their endowment. This is a great loss. The sequential, or "locked in", development of our curriculum offerings is now being carefully studied in order to accomplish a breakthrough in this area.

- Students with normal or average endowments

Test results also indicate that our average students are not achieving the measure of success they should be accomplishing. Suggested reasons for the lack of achievement have been advanced: instructional levels have been established to meet the need of slower students; achievement is hampered by groups of disruptive students; teachers are not placing expectations at the levels they should; etc. In any case, the Dorchester County Board of Education thinks that it is imperative for the average student to receive a challenging educational program.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
29,400	$8,208	21.4

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.2	10.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
6,129	$12,233	$17,450	11.5	16.5

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
15.6%	17.1	94.5%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,272.88	$918.52	72.2%	$40.29

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.2%	$7.76	0.6%

DORCHESTER COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	433	94.46	8	93.9	15.18	3.57	1.21
	5	466	92.70	8	95.4	16.05	5.18	1.56
	7	530	90.38	3	96.9	16.17	6.06	1.72
	9	520	84.62	3	98.4	17.40	7.53	2.07
(2) READING COMPRE-HENSION (ITBS)	3	433	94.46	8	93.9	15.18	3.51	1.20
	5	466	92.70	8	95.4	16.05	4.99	1.39
	7	530	90.38	3	96.9	16.17	6.25	1.64
	9	520	84.62	3	98.4	17.40	7.66	1.95
(3) SPELLING (ITBS)	3	433	94.46	8	93.9	15.18	4.32	1.36
	5	466	92.70	8	95.4	16.05	5.75	1.77
	7	530	90.38	3	96.9	16.17	6.56	2.05
	9	520	84.62	3	98.4	17.40	7.63	2.34
(4) CAPITAL-IZATION (ITBS)	3	433	94.46	8	93.9	15.18	4.29	1.29
	5	466	92.70	8	95.4	16.05	5.92	1.67
	7	530	90.38	3	96.9	16.17	7.08	2.03
	9	520	84.62	3	98.4	17.40	7.99	2.26
(5) PUNCTUATION (ITBS)	3	433	94.46	8	93.9	15.18	4.42	1.45
	5	466	92.70	8	95.4	16.05	5.70	1.64
	7	530	90.38	3	96.9	16.17	6.74	2.01
	9	520	84.62	3	98.4	17.40	7.82	2.21

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	433	94.46	8	93.9	15.18	3.71	1.37
	5	466	92.70	8	95.4	16.05	5.08	1.71
	7	530	90.38	3	96.9	16.17	6.31	1.98
	9	520	84.62	3	98.4	17.40	7.42	2.25
(7) LANGUAGE TOTAL (ITBS)	3	433	94.46	8	93.9	15.18	4.18	1.21
	5	466	92.70	8	95.4	16.05	5.61	1.47
	7	530	90.38	3	96.9	16.17	6.67	1.73
	9	520	84.62	3	98.4	17.40	7.71	1.98
(8) MATHEMATICAL CONCEPTS (ITBS)	3	433	94.46	8	93.9	15.18	3.63	1.06
	5	466	92.70	8	95.4	16.05	5.40	1.31
	7	530	90.38	3	96.9	16.17	6.44	1.42
	9	520	84.62	3	98.4	17.40	8.08	2.01
(9) MATHEMATICAL PROBLEMS (ITBS)	3	433	94.46	8	93.9	15.18	3.65	1.09
	5	466	92.70	8	95.4	16.05	5.35	1.34
	7	530	90.38	3	96.9	16.17	6.41	1.57
	9	520	84.62	3	98.4	17.40	7.81	2.06
(10) MATHEMATICAL TOTAL (ITBS)	3	433	94.46	8	93.9	15.18	3.63	1.01
	5	466	92.70	8	95.4	16.05	5.38	1.21
	7	530	90.38	3	96.9	16.17	6.43	1.37
	9	520	84.62	3	98.4	17.40	7.94	1.91

DORCHESTER COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	91.6	92.4	93.9
	5	91.5	93.5	95.4
	7	93.7	96.5	96.9
	9	94.6	96.9	98.4
VOCABULARY (ITBS)	3	3.04	3.34	3.57
	5	4.61	4.97	5.18
	7	5.98	6.15	6.06
	9	7.48	7.50	7.53
READING COMPREHENSION (ITBS)	3	3.14	3.45	3.51
	5	4.76	4.92	4.99
	7	6.25	6.29	6.25
	9	7.77	7.66	7.66
LANGUAGE TOTAL (ITBS)	3	3.76	4.10	4.18
	5	5.00	5.46	5.61
	7	6.37	6.47	6.67
	9	7.84	7.49	7.71
MATHEMATICAL TOTAL (ITBS)	3	3.24	3.40	3.63
	5	4.80	5.05	5.38
	7	6.49	6.50	6.43
	9	7.89	7.78	7.94

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

TABLE 3. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST

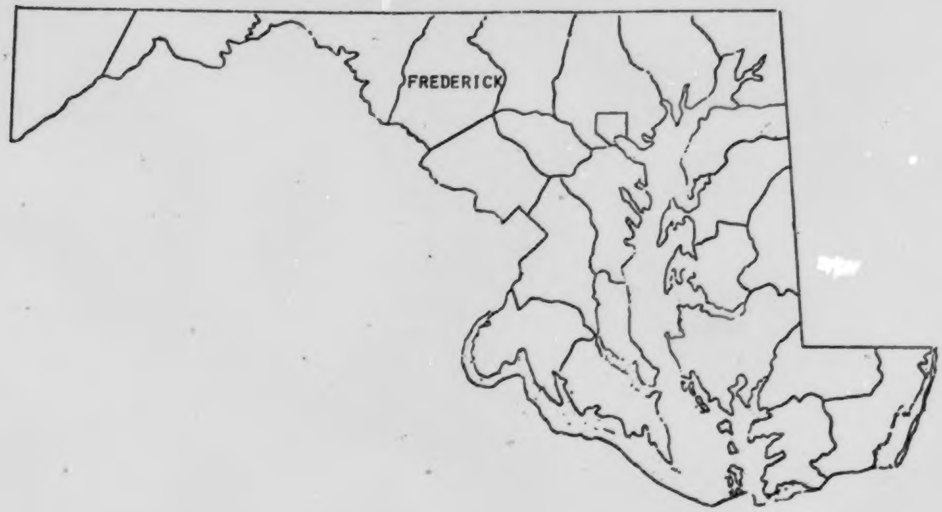
SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	488	280	57.4	439	268	61.0
II. Understanding Forms	488	289	59.2	439	295	67.2
III. Gaining Information	488	227	46.5	439	312	71.1
IV. Following Directions	488	306	62.7	439	326	74.3
TOTAL TEST	488 (92.1)**	280	57.4	439 (92.0)**	305	69.5

* "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

2.2 LOCAL SCHOOL SYSTEM--ACCOUNTABILITY ASSESSMENT INFORMATION

Frederick County



Present Status of the Accountability Program

During the first year of state accountability, 1973-74, Frederick County used a random sample procedure for state accountability testing. The procedure involved selecting a random sample of 30 students per grade level per school in the third, fifth, seventh, and ninth grades directly from the computer listings of classes. In the second year, 1974-75, all students were tested in Grades 3 and 5, and the random sample procedure was maintained in Grades 7 and 9 because of economic feasibility and the smallness of classes in the elementary schools.

The Frederick County system objectives and goals were established in direct relationship with the Maryland State Department of Education goals in reading, writing, and mathematics. These local goals were established by committees representing teachers, school administrators, and appropriate supervisors of each area. The task of establishing school objectives was accomplished with the aid of a County Catalog of School Objectives. Certain objectives were identified as necessary to every school. From the remaining objectives, each individual school could choose those most appropriate to individual programs and add additional objectives that were not covered by the catalog. Therefore, every school had a common core of school objectives; some objectives were chosen for emphasis in a particular year; and some were unique to the particular school community. Frederick County is in the process of establishing a criterion-referenced testing system that will help measure progress toward these objectives. A similar service for other objectives in the county catalog will also be offered. This should ease some of the assessment task, although most assessment still remains a function of professional judgement and certification.

Local Assessment Activities

Many local Boards of Education in Maryland had policy statements and were implementing various forms of educational accountability before the passage of the Maryland Educational Accountability Act. The school systems that were most advanced in this process had to change or modify their procedure more drastically than those systems that had no formal accountability.

Educational accountability in the Frederick County schools involves the following:

- Maximum Standards -- Attainment of our goals, aspirations, ideals, and hopes for children and education;
- Optimum Standards -- fulfillment of our realistic objectives, expectations, wants, and desires for children and education; and
- Minimum Standards -- barest certification, tolerances, acceptances, and justifications for children and education.

As a result of a Minimum Standards Resolution passed by the Board of Education of Frederick County on September 8, 1971, measurable minimum standards were established in the following areas:

Basic learning skills (including, but not limited to, reading, writing, arithmetic, listening, and problem solving;)

Occupational skills (each graduate to have a skill in a vocation, including precollegiate preparation); and

Cultural and environmental understandings (including, but not limited to, science, ecology, health and safety, physical fitness, music, art, drama and dance, and socialization).

Frederick County currently utilizes a process that measures these learnings for all students. In order to measure these minimum standards and the optimum standards in certain areas, all major tests were reviewed with particular attention to the relationship between the test and the stated Frederick County school objectives and curriculum. It was determined that the Metropolitan Achievement Tests best fit the Frederick County school system. A professional staff was employed, computer systems were developed, and massive in-service training was begun in the county schools so that this part of the accountability system could be implemented.

Whereas minimum standards were conceptualized as a minimum expectation for individual students and a minimum promise of the school system to each student, optimum standards were conceptualized as standards for groups of students to measure the effect of school curriculum on students. For this evaluation task, criterion-referenced testing, along with teacher checklists and professional certification, was used as part of the evaluation system for accountability.

The maximum standards of goals and aspirations for students are generally stated in Frederick County's philosophy. They are not directly measurable. It is assumed that movement toward these objectives means movement toward goals set by Frederick County.

Comments on Accountability Assessment Results

The state testing program would have completely upset the entire local accountability system so, after negotiation with the Maryland State Department of Education, Frederick County was allowed to use random sampling as a procedure for testing. While retaining the Metropolitan Achievement Tests for local accountability, 30 students per grade per school in Grades 7 and 9 were randomly sampled using the Iowa Tests of Basic Skills, and all students in Grades 3 and 5 were tested. Most of the other Maryland school systems have had the opportunity over the years to adjust their curriculum to the objectives of the Iowa Tests of Basic Skills. The use of unadjusted socio-economic information nearly six years old may be more accurate for systems that have a lower growth rate than Frederick County. The use of a nonverbal I.Q. score to predict academic achievement may change traditional notions of academic achievement, for a verbal I.Q. score for such predictions has traditionally been used. Important variables, such as percentage of grade retention of students, were not considered as part of the regression analysis of test results. These are just some of the testing problems that need to be considered in analysis of the test data presented in the Maryland Accountability Program.

Program Modification Activities

All levels of the Frederick County school system have carefully considered the results from the state accountability testing, and steps are being taken to overcome the discrepancies.

In some cases it was easy to determine the probable cause of discrepancies, but, in other cases, where the information was not verifiable by any other available data, results are still being studied. It is hoped that those who read and use this report will consider it as the establishment of baseline information or a status report rather than as an accurate comparative evaluation of the schools in Maryland.

In the state accountability report, the schools that scored one and two standard deviations above or below the mean of the difference distribution resulting from the regression process were identified. The Assistant Superintendent for Instruction requested each school that tended to be or was significantly lower than the expectancy, as indicated by the regression, identify the problem and, with the help of the faculty, develop a plan to overcome it. Those schools that scored significantly above the mean were also asked to prepare a report indicating why they felt that their schools scored above the norm, and what plans they had to continue the trend. In January of 1975, the County-wide In-service Day was totally dedicated to the development of these reports, and schools in the above categories were asked to study the results and the implication of the results on the curriculum of their school. The assistant superintendent received a verbal and written plan from each school as a result of these meetings.

This process represents, perhaps, the most intensive examination of test results and their implications that has occurred in Frederick County. The effect of this process is to be determined by the successive year's accountability results, and the process will be continued in some form for the next several years.

Unmet Needs for Recources to Permit Improvement of Programs and Services

Perhaps the most glaring need for additional resources, as indicated by the state accountability testing, is the area of language arts, especially at the secondary level. There appears to be an obvious need for students to continue in their efforts to obtain a minimum level of proficiency in reading. Although Frederick County has a large and system-wide secondary reading program, it does not, in most cases, meet the identified needs in individual schools. Teaching reading as a legitimate function in middle and secondary schools must be established and given the financial support necessary to overcome what has been identified in most programs as a severe need.

Another major need is for the provision of time and money that is necessary to establish staff development and inservice programs that can both train and orient professional staff to utilization of testing, evaluation, and assessment results. Significant amounts of money are spent on developing and administering testing and evaluation programs, but the linkage between the results of these testing programs and application and modification at the individual school or student level seems to occur rarely. Assessment and evaluation systems are ineffectual if they do not provide a springboard for change and modification of both school curriculum and individual student programs.

General Comments

The following is a presentation of some data from Frederick County's accountability system. A different picture is shown of the schools and the school system, and cannot be directly related to state accountability testing because of differences in the test format, procedure, and reporting format. The purpose, which is accountability, is the only thing the two sets of data have in common. Action based on the two sets of data would be quite different.

FREDERICK COUNTY
GRADE 1 METROPOLITAN ACHIEVEMENT TEST PRIMARY I SPRING 1976
Raw Scores and Stanine Scores for the Average Student: School by School
NATIONAL NORMS

NAME	Approx. Number	Word Know.	Stanine	Reading	Stanine	Total Math	Stanine
County	1624	25	5	24	6	43	5
Brunswick	97	24	5	23	6	41	5
Carroll Manor	46	25	5	24	6	48	6
East Frederick	54	23	5	22	6	38	5
Elm Street	72	21	5	21	6	40	5
Emmitsburg	36	25	5	25	6	42	5
Green Valley	144	27	6	28	6	43	6
Lewistown	58	29	6	29	7	47	6
Libertytown	65	22	5	21	6	41	5
Middletown	112	26	6	26	6	45	6
Myersville	40	30	7	32	7	42	5
New Market	81	23	5	20	5	47	6
New Midway	27	24	5	24	6	39	5
North Frederick	84	28	6	27	6	45	6
Parkway	37	27	6	29	7	45	6
Sabillasville	26	24	5	25	6	40	5
South Frederick	79	22	5	21	6	35	5
Thurmont	123	27	6	29	7	46	6
Urbana	47	22	5	22	6	39	5
Valley	59	28	6	27	6	48	6
Walkersville	101	25	5	25	6	37	5
Waverley	120	26	6	25	6	46	6
Wolfsville	21	21	5	21	6	36	5
Woodsboro	34	21	5	20	5	36	5
Yellow Springs	63	25	5	24	6	43	6

FREDERICK COUNTY
GRADE 4 METROPOLITAN ACHIEVEMENT TEST ELEMENTARY SPRING 1976
Raw Scores and Stanine Scores for the Average Student: School by School
NATIONAL NORMS

NAME	Approx. Number	Word Know.	Stanine	Reading	Stanine	Total Math	Stanine
County	1616	35	5	27	5	79	5
Brunswick	81	36	5	29	5	82	5
Carroll Manor	46	32	4	25	4	75	4
East Frederick	60	34	4	25	4	72	4
Elm Street	73	30	4	23	4	69	4
Emmitsburg	38	30	4	24	4	67	4
Green Valley	138	36	5	29	5	82	5
Lewistown	58	38	5	30	5	81	5
Libertytown	73	33	4	26	5	80	5
Middletown	93	35	5	28	5	76	4
Myersville	55	39	5	30	5	87	5
New Market	98	36	5	29	5	88	5
New Midway	23	37	5	28	5	85	5
North Frederick	83	37	5	28	5	88	5
Parkway	36	39	5	29	5	88	5
Sabillasville	36	28	3	22	4	74	4
South Frederick	84	28	3	22	4	58	3
Thurmont	104	37	5	29	5	82	5
Urbana	50	34	4	26	5	74	4
Valley	68	35	5	26	5	82	5
Walkersville	89	35	5	28	5	79	5
Waverley	90	39	5	32	5	88	5
Wolfsville	38	33	4	27	5	77	4
Woodsboro	45	35	5	28	5	81	5
Yellow Springs	58	37	5	30	5	83	5

FREDERICK COUNTY
GRADE 8 METROPOLITAN ACHIEVEMENT TEST ADVANCED SPRING 1976
Raw Scores and Stanine Scores for the Average Student: School by School
NATIONAL NORMS

NAME	Approx. Number	Word Know.	Stanine	Reading	Stanine	Total Math	Stanine
County	1720	29	5	25	5	65	4
Brunswick	157	26	4	24	4	56	4
Emmitsburg	44	33	5	23	4	65	4
Gov. Thos. John.	390	30	5	26	5	70	5
Linganore	243	29	5	26	5	65	4
Middletown	219	32	5	28	5	70	5
Thurmont	205	29	5	25	5	66	4
Walkersville	158	30	5	26	5	66	5
West Frederick	350	28	4	23	4	59	4

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
93,500	$11,680	9.5

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.8	11.2

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
22,447	$12,437	$21,569	10.2	17.0

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
26.0%	20.0	94.3%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,135.22	$820.11	72.2%	$30.77

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.7%	$6.91	0.6%

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	1,559	94.29	24	103.1	16.16	3.69	1.18
	5	1,736	92.97	23	103.7	16.05	5.45	1.56
	7	1,802	14.37	8	103.8	14.57	7.36	1.86
	9	1,898	10.96	7	105.7	14.85	8.78	1.74
(2) READING COMPREHENSION (ITBS)	3	1,559	94.29	24	103.1	16.16	3.83	1.30
	5	1,736	92.97	23	103.7	16.05	5.47	1.55
	7	1,802	14.37	8	103.8	14.57	7.09	1.48
	9	1,898	10.96	7	105.7	14.85	9.09	1.60
(3) SPELLING (ITBS)	3	1,559	94.29	24	103.1	16.16	4.37	1.38
	5	1,736	92.97	23	103.7	16.05	5.74	1.80
	7	1,802	14.37	8	103.8	14.57	7.30	1.98
	9	1,898	10.96	7	105.7	14.85	8.69	2.05
(4) CAPITALIZATION (ITBS)	3	1,559	94.29	24	103.1	16.16	4.44	1.31
	5	1,736	92.97	23	103.7	16.05	6.22	1.70
	7	1,802	14.37	8	103.8	14.57	7.70	1.98
	9	1,898	10.96	7	105.7	14.85	8.75	2.10
(5) PUNCTUATION (ITBS)	3	1,559	94.29	24	103.1	16.16	4.71	1.47
	5	1,736	92.97	23	103.7	16.05	6.05	1.69
	7	1,802	14.37	8	103.8	14.57	7.33	1.94
	9	1,898	10.96	7	105.7	14.85	8.57	2.14

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	1,559	94.29	24	103.1	16.16	4.13	1.39
	5	1,736	92.97	23	103.7	16.05	5.68	1.79
	7	1,802	14.37	8	103.8	14.57	7.25	1.93
	9	1,898	10.96	7	105.7	14.85	8.46	2.14
(7) LANGUAGE TOTAL (ITBS)	3	1,559	94.29	24	103.1	16.16	4.41	1.25
	5	1,736	92.97	23	103.7	16.05	5.92	1.56
	7	1,802	14.37	8	103.8	14.57	7.40	1.70
	9	1,898	10.96	7	105.7	14.85	8.62	1.83
(8) MATHEMATICAL CONCEPTS (ITBS)	3	1,559	94.29	24	103.1	16.16	3.91	1.06
	5	1,736	92.97	23	103.7	16.05	6.03	1.55
	7	1,802	14.37	8	103.8	14.57	7.65	1.59
	9	1,898	10.96	7	105.7	14.85	9.00	1.89
(9) MATHEMATICAL PROBLEMS (ITBS)	3	1,559	94.29	24	103.1	16.16	3.79	1.13
	5	1,736	92.97	23	103.7	16.05	5.56	1.40
	7	1,802	14.37	8	103.8	14.57	7.33	1.54
	9	1,898	10.96	7	105.7	14.85	8.84	1.77
(10) MATHEMATICAL TOTAL (ITBS)	3	1,559	94.29	24	103.1	16.16	3.85	1.04
	5	1,736	92.97	23	103.7	16.05	5.79	1.40
	7	1,802	14.37	8	103.8	14.57	7.49	1.47
	9	1,898	10.96	7	105.7	14.85	8.92	1.72

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	100.0	102.9	103.1
	5	100.5	102.4	103.7
	7	100.2	101.2	103.8
	9	99.8	102.2	105.7
VOCABULARY (ITBS)	3	3.34	3.63	3.69
	5	5.04	5.32	5.45
	7	6.80	7.17	7.36
	9	8.10	8.52	8.78
READING COMPREHENSION (ITBS)	3	3.45	3.67	3.83
	5	5.11	5.39	5.47
	7	6.92	7.02	7.09
	9	8.38	8.66	9.09
LANGUAGE TOTAL (ITBS)	3	3.71	4.26	4.41
	5	5.17	5.78	5.92
	7	6.76	7.17	7.40
	9	7.90	8.42	8.62
MATHEMATICAL TOTAL (ITBS)	3	3.44	3.77	3.85
	5	5.44	5.76	5.79
	7	7.14	7.35	7.49
	9	8.38	8.69	8.92

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

TABLE 3. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	1,624	1,122	69.1	1,368	923	67.5
II. Understanding Forms	1,624	1,041	64.1	1,368	1,043	76.2
III. Gaining Information	1,624	955	58.8	1,368	1,040	76.0
IV. Following Directions	1,624	1,169	72.0	1,368	1,103	80.6
TOTAL TEST	1,624 (90.1)**	1,093	67.3	1,368 (84.6)**	1,042	76.2

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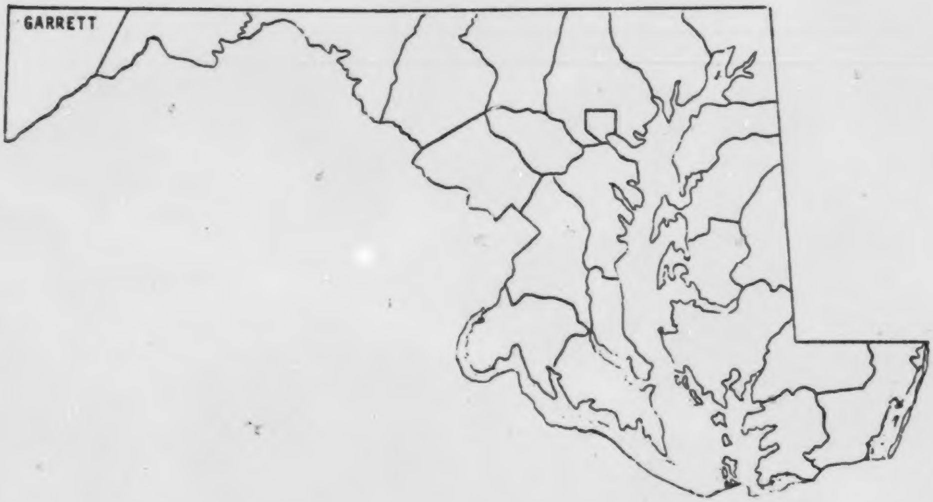
* "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

2.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT

Garrett County



Philosophy

The philosophy of the Garrett County School System is as follows:

WE BELIEVE THAT --

Every child has the right to an education regardless of his native ability, sex, race, or religion;

Education is a continuous, cumulative pattern of growth for each individual;

Education allows each individual to develop his potential at his rate;

The educational process consists of a variety of educational, occupational, and social experiences which encourage individual responsibility, a positive self-concept, awareness of his environment, respect for himself and his fellow man, and high moral values.

Educational programs and facilities coordinate and integrate educational experiences by placing emphasis on skills and concepts used in the acquisition of knowledge; and

Education is the combined responsibility of the individual, the family, the community, the State, the nation, and all mankind.

From this philosophy, which emphasizes the individual student and his growth mentally, socially, physically, and emotionally within the school environment, comes programs which reflect these same emphases. These programs include the basic skills as the focal points of all instruction with remediation, reinforcement, and enrichment whenever the individual and/or the group need such to improve the learning process.

Evaluation of all educational programs is continuous, with the Maryland Educational Assessment Program being one part of the total process. The Maryland Educational Assessment Program, being a part of the Garrett County Program of Educational Evaluation, is a product evaluation which measures basic skills in vocabulary, reading, language, and mathematics at the third-, fifth-, seventh-, ninth-grade levels with the Iowa Tests of Basic Skills. Such scores reflect the average achievement per grade, per school of selected skills considered important by the test authors at a particular time in the space-time continuum. A county committee consisting of educational leaders and teachers was created during the Administrative and Supervisory Workshop, June 14-18, 1976, to study MAP data over the past three-year period and to discover trends, strengths, and weaknesses in educational programs as reflected by these data. An item analysis was made on a county basis with a follow-up being planned for each school. The county analysis will be available October 4, 1976.

In May of 1976, an instrument entitled "An Assessment of Garrett County Schools" was developed by teachers, parents, and students, and was distributed to all principals, teachers, aides, custodians, cafeteria workers, a random sampling of the Garrett County population, PTA's, civic clubs, and citizens. From its results, which are not officially tabulated, it appears that the basic concerns of the Garrett County populace revolve around (1) the basic skills; (2) vocational education; (3) discipline, both in and out of school; and (4) education of the handicapped and the gifted.

With the Maryland Educational Assessment Program data and the Assessment of Garrett County Schools data, priorities are being established in the areas of reading, mathematics, and language arts in the elementary schools and are included in vocational education in the secondary schools. Great efforts are being made to develop and provide secondary programs for the mentally handicapped and the gifted.

A direct result of the Maryland Educational Assessment Program, the Garrett County Program of Educational Evaluation, and ESEA Title I has been two reading workshops conducted for teachers during the summer of 1976 by Mr. Albert R. Ringer, Assistant Superintendent, Curriculum and Instruction, and Mrs. Hilda Lee, Resource Teacher in Reading.

Reading Workshop I - Overview which involved K-5 teachers developed teacher goals and objectives based on State and County goals and objectives for reading in kindergarten, grade 1, grade 2, grade 3, grade 4, and grade 5.

Reading Workshop II, which involved K-1 teachers, developed for each objective activities, materials, and an evaluation process to be used by all teachers.

These materials developed in Workshop I and II are being distributed to all teachers K-5 for use during the school year 1976-77. From their evaluation and suggestions will come a product which will be used as a process with all Garrett County students at the appropriate level of learning.

Plans for future reading workshops are:

Summer of 1977: Reading Workshop III - grades: 2-3
Reading Workshop IV - grades: 4-5

Summer of 1978: Reading Workshop V - grades: 6, 7, 8

Summer of 1979: Reading Workshop VI - grades: 9, 10, 11, 12

The Maryland Educational Assessment Program requires reports in vocabulary, reading, language, and mathematics. The Garrett County Public School System uses the entire battery of the Iowa Tests of Basic Skills in its product evaluation and includes vocabulary, reading, spelling, capitalization, punctuation, language usage, maps, graphs, references, work study skills, mathematical concepts, and mathematical problems. Each year each individual student who takes the battery of tests on prescribed grade levels, receives his results which are graphed on a report form and sent to each parent or guardian. Parent-school conferences are encouraged if questions or more data are needed by the parents/guardians.

Reports are given to local media of the generalized results of the Maryland Educational Assessment Program. The final State Report is distributed to all schools, the public library and its branches, PTA's, and civic organizations. Programs are available upon request for detailed explanation of the Maryland/Garrett County Accountability Assessment Program.

Porgram modification occurs from the continual evaluation process, inlcuding MAP, of the Garrett County Public Schools. Such modifications based on county-level and school-level objectives in include: the expansion of functional reading to all schools and all grades in the Garrett County School system; the expansion of learning centers in all content areas in all schools; the continuation of the levels approach to reading in Grades K-3; the introduction of the levels approach to mathematics in Grades K-3 and the interdisciplinary approach to consumer and career education; a continued emphasis on individualized reading in Grades 5, 6, 7, 8, and 9; the continued expansion of the educational programs for the handicapped; the further development of minicourses in language arts in the secondary schools; and the development of minicourses in social studies in the secondary schools. The use of educational television via videotape cassettes is being continued and has been expanded to all schools.

In order to further improve educational programs and services for Garrett County youth, the following recommendations are made:

- That efforts similar to ESEA Title I for early childhood education be made for youths in the middle schools and in the first two years of secondary school;

- That language arts resource teachers be provided for all schools, and that their efforts be focused on the total language arts curriculum -- not just reading;

- That mathematics resource teachers be provided for the elementary and middle schools to provide scope and sequence in the mathematics curriculum, and to to provide expertise to teachers who are in need of good teaching skills;

- That workshops for teachers be conducted in all content areas on a rotational basis for the purpose of writing the curriculum and objectives within the framework of the county-developed educational goals; and

- That specially trained teachers be employed for the secondary schools to teach basic reading, language arts, and mathematics skills to those youths one or more years below grade level in each area, and that special programs be developed through workshops, seminars, etc., for these youths, emphasizing relevance to the present and the future, and using a variety of media to bring about positive educational gains for the individual involved.

Some additional comments on the accountability assessment programs are:

- The curriculum designed for Garrett County youths reflects positively the goals of the Garrett County School System and the objectives of the schools as measured by these assessment instruments;

- The youth of Garrett County always score lower in vocabulary than in reading, language, and mathematics;

- The nonverbal ability of Garrett County youth is similar to the remainder of Maryland and the United States and is improving according to these data;

- Reading and mathematics in Grades 3 and 5 show improvement over last year's scores in these same areas and grades; and

- The emphasis on the basic skills in reading and mathematics in Grades K-1, 2-3 and the emphasis of ESEA Title I in these same areas and grades may have significance in the scores received by Garrett County youth.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
23,400	$7,324	27.4

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.2	10.3

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
5,780	$10,415	$15,918	11.3	20.1

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
20.0%	18.6	95.1%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,019.04	$695.72	68.3%	$26.19

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.6%	$3.77	0.4%

GARRETT COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	420	88.33	13	102.0	14.94	3.64	1.06
	5	446	90.13	11	104.2	13.70	5.15	1.41
	7	471	95.97	6	99.0	15.26	6.54	1.78
	9	441	93.20	2	101.9	15.04	8.20	1.83
(2) READING COMPRE-HENSION (ITBS)	3	420	88.33	13	102.0	14.94	3.76	1.18
	5	446	90.13	11	104.2	13.70	5.39	1.38
	7	471	95.97	6	99.0	15.26	6.79	1.65
	9	441	93.20	2	101.9	15.04	8.32	1.89
(3) SPELLING (ITBS)	3	420	88.33	13	102.0	14.94	4.08	1.32
	5	446	90.13	11	104.2	13.70	5.42	1.69
	7	471	95.97	6	99.0	15.26	6.58	1.97
	9	441	93.20	2	101.9	15.04	7.86	2.23
(4) CAPITAL-IZATION (ITBS)	3	420	88.33	13	102.0	14.94	3.92	1.34
	5	446	90.13	11	104.2	13.70	5.44	1.55
	7	471	95.97	6	99.0	15.26	6.65	1.93
	9	441	93.20	2	101.9	15.04	8.32	2.21
(5) PUNCTUATION (ITBS)	3	420	88.33	13	102.0	14.94	4.10	1.47
	5	446	90.13	11	104.2	13.70	5.33	1.60
	7	471	95.97	6	99.0	15.26	6.40	1.99
	9	441	93.20	2	101.9	15.04	8.17	2.20

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	420	88.33	13	102.0	14.94	3.64	1.33
	5	446	90.13	11	104.2	13.70	5.01	1.60
	7	471	95.97	6	99.0	15.26	6.38	2.05
	9	441	93.20	2	101.9	15.04	7.91	2.20
(7) LANGUAGE TOTAL (ITBS)	3	420	88.33	13	102.0	14.94	3.94	1.21
	5	446	90.13	11	104.2	13.70	5.30	1.40
	7	471	95.97	6	99.0	15.26	6.50	1.73
	9	441	93.20	2	101.9	15.04	8.06	1.95
(8) MATHEMATICAL CONCEPTS (ITBS)	3	420	88.33	13	102.0	14.94	3.64	1.00
	5	446	90.13	11	104.2	13.70	5.67	1.36
	7	471	95.97	6	99.0	15.26	7.07	1.55
	9	441	93.20	2	101.9	15.04	8.68	1.89
(9) MATHEMATICAL PROBLEMS (ITBS)	3	420	88.33	13	102.0	14.94	3.64	1.08
	5	446	90.13	11	104.2	13.70	5.39	1.25
	7	471	95.97	6	99.0	15.26	6.98	1.51
	9	441	93.20	2	101.9	15.04	8.66	1.85
(10) MATHEMATICAL TOTAL (ITBS)	3	420	88.33	13	102.0	14.94	3.64	0.99
	5	446	90.13	11	104.2	13.70	5.53	1.23
	7	471	95.97	6	99.0	15.26	7.02	1.42
	9	441	93.20	2	101.9	15.04	8.67	1.76

GARRETT COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	98.9	100.4	102.0
	5	101.7	100.6	104.2
	7	101.2	100.0	99.0
	9	104.4	100.5	101.9
VOCABULARY (ITBS)	3	3.43	3.56	3.64
	5	5.06	5.00	5.15
	7	6.72	6.66	6.54
	9	8.60	8.34	8.20
READING COMPREHENSION (ITBS)	3	3.60	3.68	3.76
	5	5.33	5.24	5.39
	7	6.92	6.93	6.79
	9	8.81	8.42	8.32
LANGUAGE TOTAL (ITBS)	3	3.84	3.94	3.94
	5	5.26	5.12	5.30
	7	6.77	6.71	6.50
	9	8.48	7.99	8.06
MATHEMATICAL TOTAL (ITBS)	3	3.59	3.63	3.64
	5	5.51	5.47	5.53
	7	7.25	7.22	7.02
	9	8.86	8.58	8.67

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

TABLE 3. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	449	297	66.1	349	226	64.8
II. Understanding Forms	449	271	60.4	349	275	78.8
III. Gaining Information	449	234	52.1	349	270	77.4
IV. Following Directions	449	307	68.4	349	291	83.4
TOTAL TEST	449 (98.2)**	275	61.2	349 (96.4)**	275	78.8

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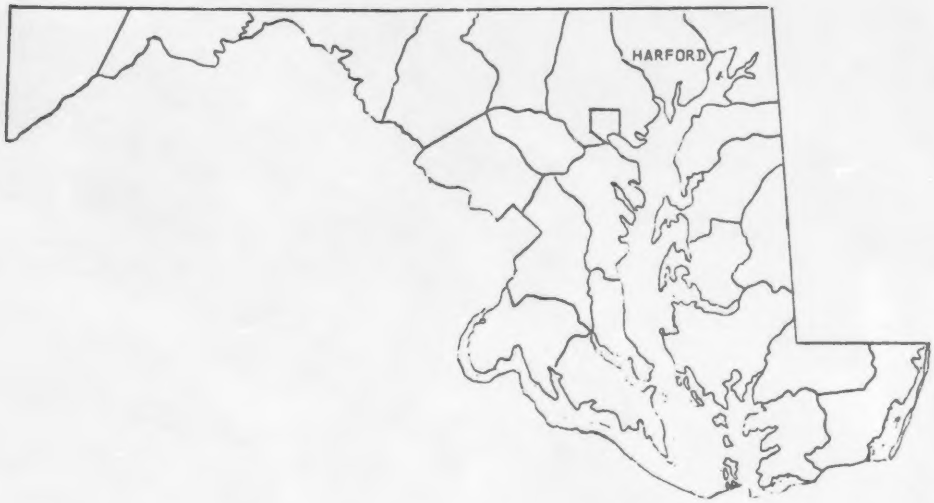
* "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

2.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Harford County



Utilization of a Systematic Approach to Improving the Instructional Program

The Harford County Public Schools have always recognized the necessity of continuous and systematic curriculum revision to provide learning experiences which are consistent with the goals of an effective educational program. The accountability program in Maryland has been made an integral part of this continuous process of curriculum development and improvement. The existing management structure for curriculum development, with the addition of a county-wide committee on accountability, provides a carefully integrated and correlated approach to both responsibilities. The

Strength of this structure, which clearly differentiates county- and school-level responsibilities, has permitted assimilation of the accountability program and the utilization of its major components--system goals, school objectives, and the assessment results--for the benefit of the total instructional program. As a result, both county and school activities reflect the positive influence of accountability.

Evidence, at the county level, of a systematic approach to instruction reinforced by the accountability program is seen in the products of the Language Arts and Mathematics Steering Committees. A middle-school mathematics curriculum has been successfully piloted and will be implemented county-wide this year. Language arts guides for the middle-school grades have been developed. In addition, a county position on the teaching of reading, finalized and disseminated to all schools in 1975-76, set forth a philosophy and a set of expectations for the management of reading instruction. The system's accountability goals were an integral part of all of these curriculum materials which were developed at the county level.

At the local-school level, each school curriculum committee, under the leadership of its principal and supervisor, has developed school objectives, established instructional priorities, and implemented program changes based on strengths and deficiencies identified in the assessment program. Extensive use has been made of item-analysis data from the Iowa Test of Basic Skills in the ongoing evaluation of the program in each school.

Interpretation and Presentations of MAP Results

The results of the Year II Accountability Assessment Program, which included the Cognitive Abilities Test: Nonverbal, the Iowa Test of Basic Skills, and the Maryland Basic Skills Reading Mastery Test, were widely disseminated in Harford County, both within the school system and to the public. Relative to the latter, results were formally presented to the Board of Education and to various PTA groups within the county and were reviewed as well by the local news media. The staff also designed and distributed to parents a special form which reported and interpreted their child's achievement test scores. County-wide results of the assessment program were presented to the total staff, and individual school results were reported with interpretations to local-school leadership. In addition, a special meeting was held to brief instructional supervisors on additional analytic techniques that might be applied to the test scores in order to obtain additional information regarding strengths and weaknesses in the instructional program.

The faculty, school leadership, and county instructional staff met in each school to review student performance on the ability and achievement tests; to discuss any changes in performance since Year I; and to examine in detail the results of the Year II item analysis of the ITBS, relating student performance on items measuring specific skills to the school objectives in reading, writing, and mathematics. Special attention was given to the schools in which Year II achievement in one or more of the basic skill areas (ITBS) was identified as unusually high relative to the average ability of the students. A meeting was held with the instructional leadership in those schools at which possible factors contributing to high achievement were explored and tentative plans made for further study and discussion after Year III results are examined.

A review of the Year III performance of Harford County Public School students on the Iowa Test of Basic Skills and the Cognitive Abilities Test: Nonverbal indicates that our students continue to demonstrate a level of achievement consistent with their ability. It is noted that average performance in reading, vocabulary, and language has continued to improve in all grades. A trend towards higher performance in these skills has been noted state-wide and may reflect the increased emphasis being placed upon reading instruction throughout Maryland. It has been observed also that in most public schools in Harford County, the average ability scores increased slightly from Year II to Year III, particularly in grades 5, 7, and 9. To what extent this increase may be attributable to greater familiarity with the format of the CAT, which many of these students took as a part of the Year I accountability assessment program, is a subject for speculation.

The assessment of student achievement in reading was broadened in Year II to include seventh-and eleventh-grade students to whom the Maryland Basic Skills Reading Mastery Test was administered in October, 1975. The results of this assessment indicate a level of mastery of basic skills in reading in Harford County which considerably exceeds the level in Maryland as a whole at both grade levels tested. Particular strength was observed in the skills of "locating references" and "following directions." Although county-wide performance was highly satisfactory, special attention is being given to the individual students whose performance indicated deficiencies; and the county reading supervisor has been working closely with teachers and principals to develop and implement strategies to meet the needs of these students.

In summary, in all the discussions of assessment results in Harford County, emphasis continues to be placed upon the importance of the system goals and school objectives in providing direction to the instructional program and upon the need to examine all assessment results within the perspective of these goals and objectives. It is felt that, lacking such perspective, the accountability assessment program risks being misinterpreted or ignored by

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the public and staff members alike. Viewed as a source of useful information on program strengths and deficiencies and as a stimulus to action, however, the assessment program stands as a positive force for improvement in the quality of the education provided to students in the Harford County Public Schools.

Local Evaluative Efforts

While the Maryland Accountability Program itself has not directly resulted in an increase in the amount of testing being conducted in the schools, it is fair to say that additional use is being made of individual test scores for diagnostic,prescriptive, and placement purposes and of group assessment results for program evaluation. Relative to the former, a growing sophistication about testing on the part of the county instructional staff, principals, and teachers has resulted in the development of a test portfolio comprised of instruments assessing student competency in specific skills involved in reading, writing, and mathematics. After consulting with instructional specialists and principals, classroom and special area teachers may select instruments from this portfolio to assess specific student needs in order to provide appropriate instruction. Two middle schools are also utilizing achievement and ability test scores along with teacher judgment in the identification of underachieving students who are most likely to profit from special group instruction in reading and mathematics.

Relative to the latter, the use of group assessment results for program evaluation, school curriculum committees in every Harford County public school have met to discuss ITBS and/or Maryland Basic Skills Reading Mastery Test results in terms of their implications for the instructional program. In Title I-assisted schools, the Iowa Test of Basic Skills is being administered in grades 1, 2, 4, and 6, with special attention being given to the reading and mathematics scores of the students. After analysis of standardized reading test scores relative to the ability of the students and upon the advice ofthe county reading supervisor, high intensity reading laboratories were successfully established in five Title I-assisted schools during the 1974-75 academic year. Results of standardized tests administered to students at the end of their experience in the reading laboratory indicated higher than expected growth in reading skills.

Accountability assessment results are being supplemented by additional test results in the evaluation of special programs in individual schools. For example, a series of commercially-prepared, criterion-referenced tests in reading and mathematics have been utilized in the intermediate grades in several elementary schools. Accountability assessment scores have been supplemented by measures of organizational climate and student attitude and self-concept in an evaluation of a human relations project in another elementary school. Additionally, the increasing number of public schools in Harford County structured upon an open education concept has led to an assessment of the effects of open education upon students in one school where the program has been underway for several years. Based upon goals for open education, for teacher roles, and for student outcomes, which were developed jointly by teachers and administrators, the study will utilize ITBS and CAT scores along with an inventory of teacher attitudes towards a number of open education themes and a survey of student attitudes about school.

Program Modification Activities

A survey of Harford County Public Schools indicated that those program modification activities which are consistent with the goals of county-wide and school-based curriculum development continue to be expanded at all grade levels. These activities include additional diagnostic assessment and alternative instructional materials and teaching techniques, as well as innovative organizational practices such as team teaching, independent study, other individualized instruction, and a variety of approaches to grouping students. Throughout the school system, major emphasis continues to be placed on the skill areas for which special accountability objectives were developed. These objectives, supported by the student performance results on the Iowa Test of Basic Skills, have been utilized in each school to determine instructional priorities for program planning.

In the second year of accountability implementation, the bulk of the modification activities in the elementary schools has occurred in four major areas: first, the development or selection of instructional materials to support special accountability objectives; second, renewed emphasis upon basic skill needs revealed in the item analysis of the Iowa Tests of Basic Skills; third, review and revision of instructional policies and procedures based upon county position papers in reading and handwriting; and fourth, implementation of more flexible organizational policies. In the development of materials, activity has focused upon developing sequences of skills, task folders, learning centers, and word lists to support functional reading, and, in some schools, comprehensive mathematics skills sequences. Examination of item analysis data from the Iowa Tests of Basic Skills has focused renewed attention upon specific skills such as punctuation, capitalization, spelling, problem-solving, and mastery of basic number facts. Furthermore, the bicentennial year has provided additional opportunities for students to improve their competencies in basic writing skills while at the same time developing skill in creative writing. Examination of the county position paper on the teaching of reading has stimulated review and in some cases revision of school reading programs. Examples of organizational innovations implemented in the schools include the following: individualized instruction through a system of work-jobs" for pupils in kindergarten and first grade, individualized spelling in grades 3 and 5, across-grade grouping in mathematics, organization of teaching teams, and the extension of pre-school time each day to encourage additional utilization of the library.

While program modification at the secondary school level has occurred principally in the areas of reading, language, and mathematics, some middle and high schools have also focused upon the science and social science areas as vehicles for teaching mathematics and reading skills. New materials have been written, diagnostic testing initiated, assessment data studies, team organizations changed, and resource center offerings expanded. Alternative programs have been provided in some schools for those students needing basic skills competencies.

In the language arts, middle and high schools have worked intensively to develop functional reading competencies. Sequenced functional reading activities have been formulated and implemented in most schools. Another priority indicated for the secondary schools is the improvement of research skills. One school developed a one-semester elective seminar in social studies and English, focusing on speed reading and individual research. Major revisions in the language arts guide for ninth and tenth grades and the development of a scope and sequence for grades 6-8 have also been reported. Another school reported the appointment of reading coordinators for all teams. Much emphasis is reported in all schools upon the skills required for acceptable written communication--punctuation, grammer, spelling,and usage.

In mathematics, secondary schools indicate a focus upon the development of evaluative tools to test student mastery of skills related to the accountability objectives. One school indicated that s new mathematics program for grades 9 and 10 was being implemented; other schools indicated the revision of current programs to include a problem-solving emphasis.

In summary, the public schools of Harford County have met the challenge of accountability by implementing an extensive number of modification activities in the first year and by initiating additional ones this past year. It is anticipated that such program modifications will continue at both the county and local school levels in response to the diverse needs of the students in the Harford County Public Schools.

Unmet Needs for Resources to Permit Improvement of Programs and Services

The initial thrust of the accountability program--the establishment of goals and objectives and the implementation and utilization of accountability assessment--has been achieved through the conscientious and positive efforts of the total staff of the Harford County Public Schools. The system's commitment to accountability is further demonstrated by the diverse and numerous modification activities undertaken at the county and school levels this year. However, additional time and money are needed for continued development and implementation of the total accountability effort. Particularly at this critical stage of program modification based on the instructional deficiencies revealed in the assessment component, funding is necessary both for staff development and for the purchase of materials to support the program changes.

The Harford County Public School System continues to recognize the need for the state to strengthen the measurement and evaluation components of the accountability program. The need for the development of more appropriate and comprehensive assessment instruments in mathematics and writing is particularly critical. Furthermore, local efforts to determine valid and reliable techniques for measuring the accomplishment of school objectives must continue. There is also a need for further efforts to utilize test scores to identify the characteristics of particularly successful school programs. It is hoped that the efforts of the state's Process Evaluation Team to accomplish this will be continued. There is also a continuing need for the state to be more sensitive to local needs for information as data from state-wide assessment instruments are made available.

While the Harford County Public School System continues to respond constructively to the opportunities presented by the MAP for improving the instructional services to its youth, it is recognized that the ability of both the state and local system to sustain public and staff interest and effort as the program continues and expands in scope may be the most critical of the unmet needs.

HARFORD COUNTY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
132,600	$12,642	8.2

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.1	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
33,847	$12,580	$20,342	9.2	16.3

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
34.1%	18.7	94.9%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,124.25	$844.89	75.2%	$26.97

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.4%	$8.79	0.8%

HARFORD COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	2,444	97.09	25	101.7	15.87	3.92	1.04
	5	2,731	97.03	25	104.1	15.29	5.75	1.41
	7	2,927	92.11	6	105.6	15.11	7.48	1.67
	9	2,722	81.12	6	105.2	15.85	9.08	1.91
(2) READING COMPREHENSION (ITBS)	3	2,444	97.09	25	101.7	15.87	3.99	1.19
	5	2,731	97.03	25	104.1	15.29	5.76	1.43
	7	2,927	92.11	6	105.6	15.11	7.47	1.63
	9	2,722	81.12	6	105.2	15.85	8.95	1.81
(3) SPELLING (ITBS)	3	2,444	97.09	25	101.7	15.87	4.41	1.28
	5	2,731	97.03	25	104.1	15.29	5.93	1.66
	7	2,927	92.11	6	105.6	15.11	7.48	1.99
	9	2,722	81.12	6	105.2	15.85	8.80	2.17
(4) CAPITALIZATION (ITBS)	3	2,444	97.09	25	101.7	15.87	4.14	1.27
	5	2,731	97.03	25	104.1	15.29	5.91	1.61
	7	2,927	92.11	6	105.6	15.11	7.67	2.01
	9	2,722	81.12	6	105.2	15.85	9.01	2.26
(5) PUNCTUATION (ITBS)	3	2,444	97.09	25	101.7	15.87	4.19	1.40
	5	2,731	97.03	25	104.1	15.29	5.75	1.56
	7	2,927	92.11	6	105.6	15.11	7.35	2.04
	9	2,722	81.12	6	105.2	15.85	8.71	2.22

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	2,444	97.09	25	101.7	15.87	3.98	1.34
	5	2,731	97.03	25	104.1	15.29	5.66	1.69
	7	2,927	92.11	6	105.6	15.11	7.32	2.02
	9	2,722	81.12	6	105.2	15.85	8.54	2.18
(7) LANGUAGE TOTAL (ITBS)	3	2,444	97.09	25	101.7	15.87	4.18	1.15
	5	2,731	97.03	25	104.1	15.29	5.81	1.43
	7	2,927	92.11	6	105.6	15.11	7.45	1.78
	9	2,722	81.12	6	105.2	15.85	8.77	1.96
(8) MATHEMATICAL CONCEPTS (ITBS)	3	2,444	97.09	25	101.7	15.87	3.77	0.92
	5	2,731	97.03	25	104.1	15.29	5.61	1.36
	7	2,927	92.11	6	105.6	15.11	7.51	1.53
	9	2,722	81.12	6	105.2	15.85	9.01	1.88
(9) MATHEMATICAL PROBLEMS (ITBS)	3	2,444	97.09	25	101.7	15.87	3.71	1.03
	5	2,731	97.03	25	104.1	15.29	5.46	1.31
	7	2,927	92.11	6	105.6	15.11	7.24	1.57
	9	2,722	81.12	6	105.2	15.85	8.75	1.80
(10) MATHEMATICAL TOTAL (ITBS)	3	2,444	97.09	25	101.7	15.87	3.74	0.92
	5	2,731	97.03	25	104.1	15.29	5.54	1.26
	7	2,927	92.11	6	105.6	15.11	7.37	1.44
	9	2,722	81.12	6	105.2	15.85	8.88	1.74

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	102.5	102.8	101.7
	5	104.5	102.7	104.1
	7	102.6	102.3	105.6
	9	105.2	102.6	105.2
VOCABULARY (ITBS)	3	3.85	3.89	3.92
	5	5.61	5.64	5.75
	7	7.39	7.41	7.48
	9	9.05	8.93	9.08
READING COMPREHENSION (ITBS)	3	3.93	3.93	3.99
	5	5.68	5.69	5.76
	7	7.41	7.50	7.47
	9	8.89	8.93	8.95
LANGUAGE TOTAL (ITBS)	3	4.08	4.11	4.18
	5	5.75	5.72	5.81
	7	7.37	7.38	7.45
	9	8.80	8.66	8.77
MATHEMATICAL TOTAL (ITBS)	3	3.71	3.77	3.74
	5	5.61	5.56	5.54
	7	7.35	7.33	7.37
	9	8.97	8.82	8.88

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

TABLE 3. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	2,834	2,224	78.5	2,223	1,681	75.6
II. Understanding Forms	2,834	2,011	71.0	2,223	1,855	83.4
III. Gaining Information	2,834	1,908	67.3	2,223	1,925	86.6
IV. Following Directions	2,834	2,299	81.1	2,223	1,995	89.7
TOTAL TEST	2,834 (96.8)**	2,140	75.5	2,223 (95.2)**	1,992	86.5

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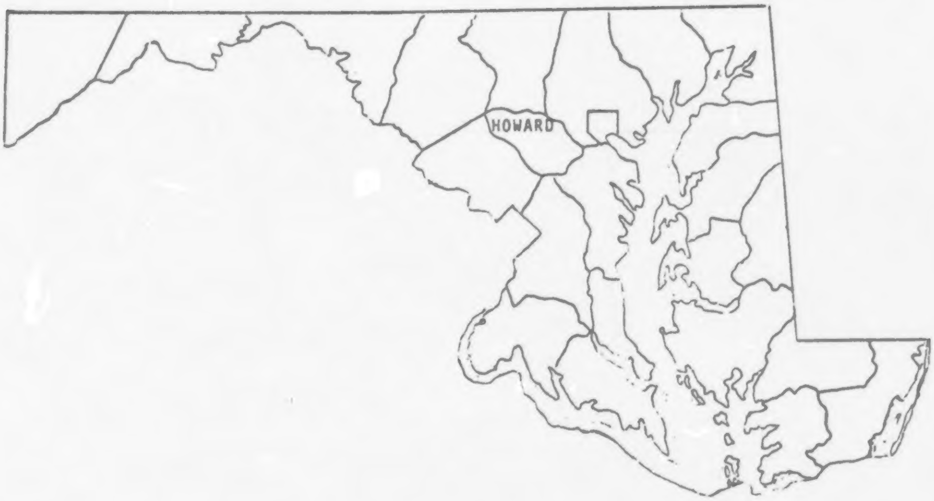
* "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

2.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Howard County



The Changing County

The Howard County Public School System continues to be the most rapidly growing system in the State. Between 1970 and 1975, Howard County's public schools show a 39.4 percent increase in enrollment. In the same period, the State school system's enrollment decreased 2.6 percent. Much of Howard County's increase has been related to the migration of students. During the 1975-76 academic year, 4,641 students moved into and from the County as well as among County schools. Research conducted in 1975-76 shows that those mobile students who were new to the county and enrolled in grades 3, 5, and 7 for less than one year were lower in achievement as measured by the composite score of the Iowa Tests of Basic Skills and lower in nonverbal cognitive ability as measured by the Cognitive Abilities Test than classmates who were enrolled for two or more years in the county's public schools.

Responsive to the anticipated needs of this mobile population, the staff of the Howard County Public Schools planned and implemented educational strategies for increased individual attention, non-graded classrooms, and team teaching. Further, objective-based instruction is becoming an ongoing process in curriculum and program development. This emphasis is being supported by the development of objective-based tests in reading and mathematics.

Assistance Provided to the Howard County Public Schools By the Maryland Accountability Program

In Howard County, accountability is viewed as a supplement to the existing county procedures for determining program effectiveness. It is seen as a means of providing information which will assist staff members to teach more efficiently all children and youth to read, to use numbers, and to develop a mastery of the English language. It is from this point of view that the Maryland Accountability Program has assisted Howard County public schools in utilizing a systematic approach in improving the instructional program.

Prior to the implementation of the Maryland Accountability Program, a comprehensive assessment of the instructional program was conducted on a regular basis to determine program effectiveness. The Iowa Tests of Basic Skills was one assessment instrument used in this traditional evaluation program. Data from these tests were compared with similar data collected over the years to assess program effectiveness.

The following data illustrate the academic achievement of students since 1971 as reflected in the composite scores of the Iowa Tests of Basic Skills in grades 3, 5, 7, 8 and 9. Program effectiveness is determined by comparing the county's average composite scores of each grade level with test scores in previous years. An analysis of these data indicates program modifications have been effective. Achievement scores have increased at each of the grade levels tested.

IOWA TESTS OF BASIC SKILLS COMPOSITE SCORES AS MEASURED IN GRADE EQUIVALENTS

Grade	1971	1972	1973	1974	1975	1976
3	4.0	3.9	4.0	4.2	4.2	4.2
5	5.7	5.8	5.8	6.0	6.1	6.2
7	*	*	7.3	7.6	7.7	7.8
8	8.0	8.2	8.2	*	*	*
9	*	*	*	9.2	9.2	9.3

*Not Tested

With the implementation of accountability testing in 1974, additional program evaluation data have been made available. For the first time, program effectiveness is being assessed with the Iowa Tests of Basic Skills in grades 3, 5, 7, and 9 in each public school in Maryland. The data allow public school staff members to analyze program effectiveness in several unique ways. One method is to compare State average scores with county average scores. This kind of analysis allows staff members to compare program effectiveness of schools within a geographic area.

A second method of analysis deals with school-level data. Individual schools within a public school system are compared, at each grade level tested, to other Maryland schools with similar students in terms of I.Q. With this kind of information, program effectiveness may be examined in greater detail than in earlier years.

A final level of analysis is relating the cost of an instructional program to the effectiveness of that program. The technology of relating cost and effectiveness is in the experimental stage. As meaningful cost-effectiveness formulas are developed, program cost-effectiveness can be determined. This is the ultimate objective of the accountability program.

Comments on Accountability Assessment Results

The 1975-76 accountability data provided by the Maryland Accountability Program indicates the levels at which students are performing at the time of testing. These data, when analyzed alone, do not indicate growth in academic achievement; consequently, the 1975-76 data were compared with accountability data collected over the past three years so that academic progress within and across grades could be determined. It is from this point of view that the following analysis is made.

- Within Grades

  This analysis indicates that, when comparing the 1975-76 Iowa Test results with Iowa baseline data in 1973-74, student achievement levels as measured in grade equivalents have increased in 15 of the 16 subtests assessed in grades 3, 5, 7, and 9. In one subtest no change was detected.

  Grade 3

  With 1973-74 test scores as baseline, County mean scores increased from 4.1 to 4.2 (one month) in Vocabulary, increased from 4.1 to 4.2 (one month) in Reading, increased from 4.5 to 4.6 (one month) in Total Language Skills, and increased from 4.0 to 4.1 (one month) in Total Arithmetic Skills while general nonverbal ability levels did not change significantly (107.6 to 107.9).

  Grade 5

  With 1973-74 test scores as baseline, County mean scores increased from 5.9 to 6.1 (two months) in Vocabulary, increased from 5.9 to 6.1 (two months) in Reading, increased from 6.1 to 6.3 (two months) in Total Language Skills, and increased from 6.0 to 6.2 (two months) in Total Arithmetic Skills while general nonverbal ability increased 2.8 units (106.8 to 109.6).

  Grade 7

  With 1973-74 test scores as baseline, County mean scores increased from 7.6 to 7.8 (two months) in Vocabulary, increased from 7.5 to 7.7 (two months) in Reading, increased from 7.6 to 7.7 (one month) in Total Language Skills, and increased from 7.6 to 7.8 (two months) in Total Arithmetic Skills while general nonverbal ability levels increased 2.4 units (105.8 to 108.2).

  Grade 9

  With 1973-74 test scores as baseline, County mean scores did not change in Vocabulary (9.3 to 9.3), increased from 9.2 to 9.3 (one month) in Reading, increased from 9.1 to 9.2 (one month) in Total Arithmetic Skills while general nonverbal ability levels increased 3.4 units (106.5 to 109.9).

- Across Grades

  This analysis indicates that student achievement levels as measured in grade equivalents and percentile ranks are above the national norms in grades 3, 5, and 7.

Grade 3

The mean Iowa composite score of Howard County students tested in the eighth month of instruction is 4.2 grade equivalents. This County mean composite score is well above the national norm by approximately four months.

Grade 5

The mean Iowa composite score of Howard County students tested in the eighth month of instruction is 6.2 grade equivalents. This County mean composite score is well above the national norm by approximately four months.

Grade 7

The mean Iowa composite score of Howard County students tested in the seventh month of instruction is 7.8 grade equivalents. This County mean composite score is above the national norm by approximately one month.

Grade 9

The mean Iowa composite score of students tested in the seventh month of instruction is 9.3 grade equivalents. This County mean score is below the national norm of 9.4 by approximately one month.

Locally Initiated Evaluative Efforts

Howard County's assessment activities are directed at the development and implementation of an objective-based testing evaluation system in reading and mathematics for students enrolled in grades K-8. Test items are based on the objectives formulated during 1973-74 by committees of teachers, principals, and supervisors and implemented during 1974-75. During 1975-76, test items and formats were field-tested. This evaluation system is currently being implemented. The intent of the system is to assess, prior to and during the instructional process, the skills in mathematics and reading which a student is unable to perform. Once this information is gathered, the student is placed at the proper step in an instructional sequence. Learning is measured in terms of the new skills a student can perform at the end of the academic year.

The objective-based evaluation systems in reading and mathematics will identify the specific skills a student needs to master while there is still time left in the academic year to teach skills. This characteristic is not available in the norm-referenced measures emphasized in the Maryland Accountability Program.

Program Modification

Since accountability will place increased emphasis on student learning outcomes, instructional models are being refined that will provide more frequent feedback of learning outcomes to administrators, supervisors, and teachers during the instructional process. Secondly, during the past two years, innovative instructional programs funded with local monies, with Quality Improvement Project monies, with Title III monies, or with Title IV monies were designed to accelerate the rate at which students learn basic skills in mathematics and reading. One of these innovative projects dealt with providing additional resources to a school population identified as having an obtained reading score significantly below those Maryland schools with similar students. Other projects dealt with arithmetic concepts, and the accelerated rate at which gifted and talented students acquire basic skills. Finally, objective-based tests are in various states of development in mathematics, reading, and writing. These assessment measures are designed to reveal the specific skills which students have not attained. With this kind of exact information, teachers will place increasing emphasis on those individual skills which students have not mastered.

Unmet Needs in Respect to Implementing the Maryland Accountability Program

The local educational agencies in Maryland have developed and implemented diverse curricula and programs. Yet, the Maryland Accountability Program deals only with reading, language arts, and mathematics in grades 3, 5, 7, and 9. Programs in the sciences, social sciences, and the arts are not considered. Nor are the skill and trade programs, the programs for exceptional children, or countless other programs which should be considered as part of any comprehensive accountability plan.

A comprehensive process evaluation is needed to identify the critical elements within those programs that have been identified as superior in the Maryland Accountability Program reports.

Financial resources are needed to retrain staff members, provide differentiated staffing, and develop support systems directed toward increasing student learning rates.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
89,500	$15,702	5.0

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.4	12.3

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
24,035	$13,154	$21,696	8.0	18.4

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
36.5%	18.4	94.9%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,294.05	$928.89	71.8%	$29.06

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.3%	$7.89	0.6%

HOWARD COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	1,836	97.60	24	107.9	15.76	4.20	1.13
	5	1,901	97.69	24	109.6	14.79	6.13	1.53
	7	2,006	98.26	10	108.2	14.80	7.76	1.76
	9	1,937	88.13	6	109.9	15.52	9.31	1.83
(2) READING COMPREHENSION (ITBS)	3	1,836	97.60	24	107.9	15.76	4.21	1.28
	5	1,901	97.69	24	109.6	14.79	6.09	1.55
	7	2,006	98.26	10	108.2	14.80	7.68	1.66
	9	1,937	88.13	6	109.9	15.52	9.30	1.71
(3) SPELLING (ITBS)	3	1,836	97.60	24	107.9	15.76	4.72	1.32
	5	1,901	97.69	24	109.6	14.79	6.32	1.70
	7	2,006	98.26	10	108.2	14.80	7.60	2.06
	9	1,937	88.13	6	109.9	15.52	9.07	2.16
(4) CAPITALIZATION (ITBS)	3	1,836	97.60	24	107.9	15.76	4.50	1.28
	5	1,901	97.69	24	109.6	14.79	6.38	1.65
	7	2,006	98.26	10	108.2	14.80	7.89	2.03
	9	1,937	88.13	6	109.9	15.52	9.41	2.18
(5) PUNCTUATION (ITBS)	3	1,836	97.60	24	107.9	15.76	4.65	1.45
	5	1,901	97.69	24	109.6	14.79	6.24	1.66
	7	2,006	98.26	10	108.2	14.80	7.75	1.97
	9	1,937	88.13	6	109.9	15.52	9.22	2.11

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	1,836	97.60	24	107.9	15.76	4.35	1.39
	5	1,901	97.69	24	109.6	14.79	6.32	1.70
	7	2,006	98.26	10	108.2	14.80	7.70	2.04
	9	1,937	88.13	6	109.9	15.52	9.24	2.14
(7) LANGUAGE TOTAL (ITBS)	3	1,836	97.60	24	107.9	15.76	4.55	1.21
	5	1,901	97.69	24	109.6	14.79	6.31	1.50
	7	2,006	98.26	10	108.2	14.80	7.73	1.78
	9	1,937	88.13	6	109.9	15.52	9.23	1.91
(8) MATHEMATICAL CONCEPTS (ITBS)	3	1,836	97.60	24	107.9	15.76	4.10	0.99
	5	1,901	97.69	24	109.6	14.79	6.43	1.55
	7	2,006	98.26	10	108.2	14.80	7.93	1.71
	9	1,937	88.13	6	109.9	15.52	9.36	1.89
(9) MATHEMATICAL PROBLEMS (ITBS)	3	1,836	97.60	24	107.9	15.76	3.99	1.08
	5	1,901	97.69	24	109.6	14.79	6.03	1.35
	7	2,006	98.26	10	108.2	14.80	7.64	1.64
	9	1,937	88.13	6	109.9	15.52	9.06	1.74
(10) MATHEMATICAL TOTAL (ITBS)	3	1,836	97.60	24	107.9	15.76	4.05	0.98
	5	1,901	97.69	24	109.6	14.79	6.23	1.38
	7	2,006	98.26	10	108.2	14.80	7.78	1.58
	9	1,937	88.13	6	109.9	15.52	9.21	1.71

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	107.6	108.1	107.9
	5	106.8	107.9	109.6
	7	105.8	106.1	108.2
	9	106.5	107.3	109.9
VOCABULARY (ITBS)	3	4.10	4.15	4.20
	5	5.93	6.11	6.13
	7	7.60	7.72	7.76
	9	9.25	9.24	9.31
READING COMPREHENSION (ITBS)	3	4.14	4.17	4.21
	5	5.89	5.98	6.09
	7	7.53	7.59	7.68
	9	9.15	9.14	9.30
LANGUAGE TOTAL (ITBS)	3	4.46	4.50	4.55
	[illegible]	6.08	6.23	6.31
	7	7.57	7.65	7.73
	9	9.12	9.13	9.23
MATHEMATICAL TOTAL (ITBS)	3	3.97	4.01	4.05
	5	5.96	6.10	6.23
	7	7.62	7.66	7.78
	9	9.10	9.04	9.21

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

TABLE 3. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	1,977	1,661	84.0	1,446	1,177	81.4
II. Understanding Forms	1,977	1,563	79.1	1,446	1,270	87.8
III. Gaining Information	1,977	1,450	73.3	1,446	1,289	89.1
IV. Following Directions	1,977	1,720	87.0	1,446	1,317	91.1
TOTAL TEST	1,977 (98.9)**	1,633	82.6	1,446 (89.6)**	1,292	89.3

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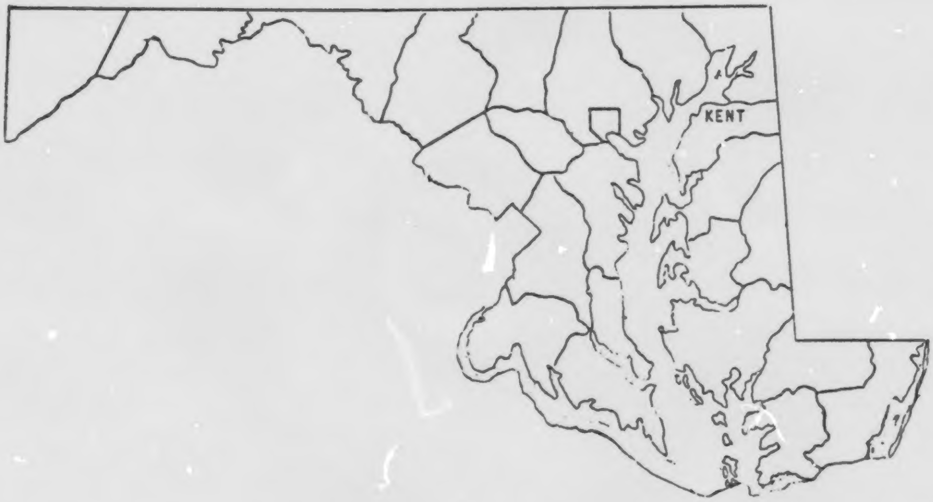
* "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

2.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Kent County



Present Status of the Accountability Program

For the third year, the professional educators of Kent County have devoted much time to the establishment of goals and objectives for the students in the county. These educators believe that goal-setting is a meaningful avenue for serving students and their educational needs. At present the county is encouraged by the results of these efforts.

Once again Kent County teachers met to reassess their goals for Year III of the accountability program. The supervisors, principals, and teachers involved established learning goals for each grade level. Activities in school classrooms were implemented to insure that students met these goals.

Because of these continuing activities, each teacher in Kent County is aware of and sensitive to the goals and objectives for students at each grade level. These meetings were held in the belief that the goals of the accountability program are best met when teachers have a broad perspective of systemwide goals; for example, fifth-grade teachers are acquainted with the goals and objectives that had been set for their students as fourth-graders. This gives the teacher a viewpoint from which to appraise the skills each fifth-grader brings to his classroom in September. Teachers are also very aware of the goals their students are to achieve in fifth grade. Curriculum, learning materials, and lesson plans are designed to meet these goals. In addition, it is believed that the teachers should know what will be expected of the students in the ensuing years. Thus, fifth-grade teachers know what learning skills will be expected of their students as they enter the sixth grade and what skills will be expected in subsequent years.

This broad vantage point has enabled county educators to better understand the state's accountability goals, to relate these goals to the needs of students on all grade levels, and to adapt their teaching and curriculum to meet these goals. It is extremely important that professional educators view their classroom teaching in light of the impact on children's learning in the years before, during, and after individual contact with them. In addition, an understanding of the interrelationship between grade level, school level, and system-wide goals and objectives is emphasized in Kent County.

Local Assessment Activities

The setting of learning goals and objectives is not a static process. These goals and objectives are continuously examined and revised, as the present technological society demands increased learning skills. Consequently, in this third year of accountability, additional steps have been taken to provide appropriate and meaningful education for the student.

The results of each particular test question on the Iowa Test of Basic Skills were analyzed to provide further information on student achievement with respect to the learning goals and objectives. This statistical review of test results shows that the present curriculum seems to be appropriate for the goals and objectives that have been set. However, further refinements are being made in the curriculum and learning materials as educational goals become increasingly more specific.

In addition to the Maryland Accountability Program, other tests are administered to all elementary students. Assessment in kindergarten to grade 4 is conducted under the Elementary and Secondary Education Act (ESEA), Title I program. This testing helps to identify specific learning difficulties in elementary-school children, and curriculum is specialized to meet these needs. Early identification of learning difficulties, combined with early action, is essential to the successful education of students. The results of the Title I program serve as an avenue by which educational specialists treat learning disabilities.

Another county-wide program that helps in meeting goals and objectives, is the Early Identification Program. Mothers of kindergarten children are interviewed individually when their child enters school for the first time. The information provided by each mother is combined with teacher-observations for the purpose of determining the abilities of each child as he or she enters the kindergarten program. Adjustments in teacher materials, educational programs, and curricula are then made

Each of these programs, in addition to other county-wide testing programs, assists the educators of Kent County in setting and refining goals and objectives, and helps to achieve state-wide goals. Awareness of state-wide goals, information about future Kent County school populations and detailed testing and evaluation of students' educational needs combine to produce quality education in Kent County.

Comments on Accountability Results

For the third straight year, it was obvious that the students in Kent County schools learned the basic skills measured by the tests at or above the expected rate for Maryland students of similar ability. Also, this past year as in the previous year, Kent County students increased the total number of correct answers on the tests.

The ninth-grade students at Kent County High School provided what is considered to be an especially significant measure of the efficacy of the philosophy, goals and educational objectives of the Kent County Board of Education, administrators, and teachers. Their scores placed them among the top two percent of all Maryland students of similar ability in all of the areas measured: Vocabulary, Reading Comprehension, Language Skills, and Mathematics. In vocabulary and language skills, the Kent County ninth-grade students exceeded the Maryland average by one full year or more. In reading, our students were over nine months ahead, and, in mathematics, over six months above the average for Maryland.

All of the averages for the Kent County third grades exceeded the Maryland norms. In nine instances, students at this level scored among the top two percent on the basic sub-tests. It was often found that Kent County third-grade students were seven months to one year above other Maryland third-graders of similar ability.

The middle-school averages were characterized by consistent growth, marked strength in language skills and many instances of class sub-test averates three months to one year above the expected Maryland norm.

In summary, the Kent County students in grades 3, 5, 7, and 9 performed in a superior manner in the third year of Maryland's accountability program. The accomplishment as measured by the tests of basic skills reaffirm the quality of teaching, curriculum, and educational organization provided in the schools of Kent County.

Program Modification Activities

As a result of accountability testing and the utilization of the item analysis, several activities for program modifications were initiated. These include the following:

- Staff development in mathematics, grades K-8;
- Staff development in language arts for grades K-12;
- Staff development and review of the current middle-school reading program;
- Remedial reading for students in the ninth grade who showed marked deficiencies;
- Utilization of new supplementary materials in mathematics and reading in the elementary schools;
- The adoption and phasing in of a new spelling program for grades K-8; and
- The adoption of new basal readers for grades K-8.

Unmet Needs for Resources to Permit Improvement of Programs and Service

Careful analysis of the Iowa Test of Basic Skills is needed to identify reasons why state-wide growth, as evidenced by the test scores, is limited at the seventh and ninth grades. Certainly, the population used for the test may have a bearing on this matter and should be investigated.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
16,700	$8,668	18.1

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.0	11.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
3,600	$11,128	$17,893	8.6	17.1

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
22.1%	17.4	96.0%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,225.74	$832.19	67.9%	$27.63

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.3%	$12.28	1.0%

KENT COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	237	93.67	5	100.5	15.24	4.22	1.06
	5	267	97.75	3	99.7	16.89	5.19	1.55
	7	326	94.79	3	101.9	14.08	6.70	1.76
	9	339	83.78	1	96.6	20.00	8.51	1.87
(2) READING COMPREHENSION (ITBS)	3	237	93.67	5	100.5	15.24	4.24	1.12
	5	267	97.75	3	99.7	16.89	5.28	1.54
	7	326	94.79	3	101.9	14.08	6.99	1.57
	9	339	83.78	1	96.6	20.00	8.42	1.91
(3) SPELLING (ITBS)	3	237	93.67	5	100.5	15.24	4.87	1.04
	5	267	97.75	3	99.7	16.89	5.67	1.76
	7	326	94.79	3	101.9	14.08	7.47	1.90
	9	339	83.78	1	96.6	20.00	8.92	2.03
(4) CAPITALIZATION (ITBS)	3	237	93.67	5	100.5	15.24	5.12	1.09
	5	267	97.75	3	99.7	16.89	5.67	1.80
	7	326	94.79	3	101.9	14.08	8.03	2.06
	9	339	83.78	1	96.6	20.00	9.11	1.98
(5) PUNCTUATION (ITBS)	3	237	93.67	5	100.5	15.24	5.59	1.05
	5	267	97.75	3	99.7	16.89	5.85	1.74
	7	326	94.79	3	101.9	14.08	7.71	1.94
	9	339	83.78	1	96.6	20.00	8.65	1.97

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	237	93.67	5	100.5	15.24	4.65	1.13
	5	267	97.75	3	99.7	16.89	5.42	1.86
	7	326	94.79	3	101.9	14.08	7.46	2.10
	9	339	83.78	1	96.6	20.00	8.44	2.23
(7) LANGUAGE TOTAL (ITBS)	3	237	93.67	5	100.5	15.24	5.05	0.95
	5	267	97.75	3	99.7	16.89	5.65	1.61
	7	326	94.79	3	101.9	14.08	7.67	1.77
	9	339	83.78	1	96.6	20.00	8.78	1.78
(8) MATHEMATICAL CONCEPTS (ITBS)	3	237	93.67	5	100.5	15.24	4.17	0.90
	5	267	97.75	3	99.7	16.89	5.50	1.37
	7	326	94.79	3	101.9	14.08	7.14	1.54
	9	339	83.78	1	96.6	20.00	8.34	1.78
(9) MATHEMATICAL PROBLEMS (ITBS)	3	237	93.67	5	100.5	15.24	4.14	0.97
	5	267	97.75	3	99.7	16.89	5.47	1.26
	7	326	94.79	3	101.9	14.08	6.77	1.58
	9	339	83.78	1	96.6	20.00	8.36	1.82
(10) MATHEMATICAL TOTAL (ITBS)	3	237	93.67	5	100.5	15.24	4.15	0.87
	5	267	97.75	3	99.7	16.89	5.48	1.22
	7	326	94.79	3	101.9	14.08	6.95	1.45
	9	339	83.78	1	96.6	20.00	8.35	1.67

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	96.5	97.6	100.5
	5	99.1	99.0	99.7
	7	95.2	98.9	101.9
	9	99.0	98.5	96.6
VOCABULARY (ITBS)	3	4.00	4.15	4.22
	5	5.37	5.14	5.19
	7	7.73	6.87	6.70
	9	9.84	8.51	8.51
READING COMPREHENSION (ITBS)	3	4.08	4.13	4.24
	5	5.26	5.28	5.28
	7	7.38	6.85	6.99
	9	8.39	8.43	8.42
LANGUAGE TOTAL (ITBS)	3	4.45	4.92	5.05
	5	5.76	5.60	5.65
	7	8.03	7.22	7.67
	9	8.62	8.76	8.78
MATHEMATICAL TOTAL (ITBS)	3	3.79	3.89	4.15
	5	5.36	5.47	5.48
	7	7.22	6.95	6.95
	9	8.55	8.46	8.35

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

TABLE 3. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST

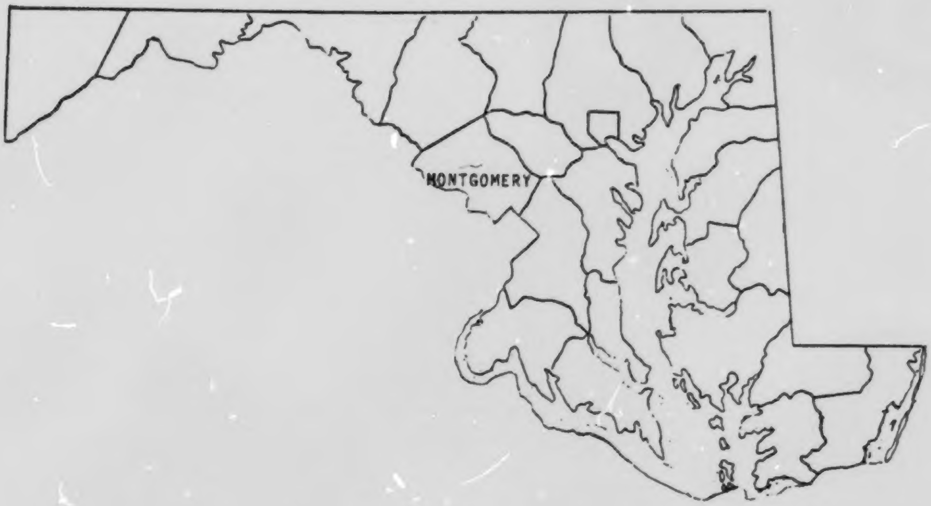
SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	309	219	70.9	227	145	63.9
II. Understanding Forms	309	197	63.8	227	179	78.9
III. Gaining Information	309	185	59.9	227	188	82.8
IV. Following Directions	309	222	71.8	227	192	84.6
TOTAL TEST	309 (94.8)**	215	69.6	227 (86.0)**	186	81.9

* "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

2.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Montgomery County



Instructional Program Improvement

The new 1976 edition of the Program of Studies, a six-volume document setting forth the curriculum and instructional program of MCPS, was revised and recently printed for distribution. This new edition reflects the school system's concurrence and compliance with federal law as specified in Title IX regulations. In addition, the Program of Studies is intended to implement both the Montgomery County Goals of Education and the Maryland State Department of Education's Instructional Goals in reading, writing, and mathematics.

By means of systematic and logical descriptions, the Program of Studies interrelates learning outcomes, student needs, educational expectations, and the requirements of society. Student expectations are stated in performance terms to better inform the student of the intended outcomes of schooling. This document provides the teacher with a framework for establishing instructional objectives, selecting materials, and assessing student progress. It serves as a guide for the principal in organizing the staff and resources. Finally, the Program of Studies provides a means by which the community can gain an understanding of the instructional program.

MCPS continued its focus on the improvement of students' ability to read. Results from the administration of The Maryland Functional Reading Test to all students in Grades 7 and 11 were used to identify those students who fell below the cutoff score of 80 percent. Special reading programs were undertaken to help these students improve their skills. The state materials, Functional Reading, Vols. 1 and 2, proved useful to reading teachers for planning and implementing special reading instruction adapted to student needs.

In order to provide a broader complement of tests for the assessment of functional literacy at the secondary level, MCPS developed additional measures patterned after the Maryland Functional Reading Tests. The MCPS tests assess, item by item, the same objectives as those in the state tests and attempt to maintain the same level of difficulty. The MCPS parallel forms of the reading tests are restricted to use in Grades 7 and 11 after remediation has taken place.

MCPS continued the Grade 2 testing process intended to identify those students experiencing difficulty with reading. Students scoring below the 4th stanine on the Stanford Primary I Reading Test, administered in September, were provided special instruction. This program was carefully monitored by the area reading supervisors to assure that all students needing special attention received it. Approximately 20 percent of the Grade 2 students were retested the following May with the result that the number of students performing below grade level on reading comprehensive was reduced to 5 percent.

The Grade 2 Reading Survey will be continued during 1976-77 with some modification. Schools may now choose either the Stanford Primary I Reading Test or a new objective-based reading test, the latter of which provides for a greater range of reading levels. Results for last year showed that approximately 25 percent of MCPS Grade 2 students obtained perfect or nearly perfect scores on the *Stanford Primary I Reading Test*. The MCPS objective-based test is intended to provide more useful feedback to teachers by identifying a much wider range of reading levels and also to provide this information more efficiently. A comparative study of both instruments, the practicality of their administration, and the usefulness of the resulting data is planned.

The Maryland Systematic Teacher Observation Instrument, developed by MSDE to identify primary students with potential learning disabilities, was implemented in all MCPS elementary schools last year. MCPS developed machine-readable forms and appropriate data processing programs to save teacher time. Individual student profiles, based on teachers' observations, were returned to the schools.

The automated processing of this data collection worked reasonably well for the first endeavor. However, need for improvements in the process and procedures were almost immediately discernible and undertaken for the current year. These improvements included (1) a revision of the handbook for teachers with special attention to the criteria for checking the behaviors, and (2) some modifications in the processing programs to provide more specific information.

Local Program Modifications and Assessment Activities

A five-year plan for development and implementation of Learner-Centered Management Support System for essential skills instruction was presented to and approved by the MCPS Board of Education during January 1976. Mathematics was chosen as the instructional program in which to begin because work already underway to implement the performance objectives for elementary and pre-algebra mathematics most directly fit the requirements to develop the system. Also, the MCPS *Goals of Education* and the State Accountability Program focus on reading, writing, and functional mathematics.

Intensive planning and preparation of necessary materials during the spring, along with summer workshops and special inservice training programs for school staffs, made it possible to pilot the mathematics instructional system in 12 elementary and three junior high schools during the 1976-77 school year. The mathematics system will be modified as necessary and extended to 55 schools in 1977-78, and finally, to all schools by 1980. A similar development schedule applies to other instructional programs. Planning for the reading/language arts system is currently underway, with selection of the pilot schools scheduled for spring.

Procedures and tests were developed to identify students with marked deficiencies in the basic skills of reading, writing, and mathematics upon entry into Grade 9. This assessment effort is currently being implemented by classroom teachers at the local-school level as an integral part of the instructional program. Testing will be completed by November 1 of each year. Special instruction will be provided, as needed, for students who fail to achieve the basic objectives necessary to meet graduation requirements.

Program evaluation of the foreign-language instructional program was implemented as planned during 1975-76. The procedure and instrumentation were the same as those used during 1968-69. Students in their second or fourth year of study in French, Spanish, and German classes were tested with appropriate levels of the Cooperative Modern Foreign Language Tests. These tests assess listening, reading, speaking, and writing skills. The speaking and writing portions of the tests were scored by foreign-language teachers during a summer workshop. Compilation and analysis of the data are in process and will be reported later in the year.

MCPS has enbarked on a three-year study intended to evaluate the progress and outcomes of the new desegregation program, to compare the "newly" desegregated schools with a comparison set of "naturally" desegregated schools, and, more generally, to investigate achievement and intergroup relations in schools throughout the county. One major focus of the study will be on growth in reading and mathematics. Newly-devised criterion-referenced tests which measure objectives of the MCPS will be administered on three occasions during each of three consecutive school years. Certain noncognitive attitudes and orientations will be assessed by a questionnaire to be administered on two occasions during each year for children in third grade and above. Results of the study will indicate how students in schools with different programs and different sets of characteristics are progressing with respect to mathematics and reading and how their achievement relates to various orientations and attitudes. When the study is completed, three years from now, all participating teachers and principals will receive a report describing the results and discussing any implications which these results seem to suggest.

Comments on Accountability Assessment Results

Achievement for MCPS continued to show slight increases in the mean grade equivalent scores over the previous year with a few exceptions, notably Grade 9 vocabulary and reading comprehension scores were .02 and .04 points lower, respectively. The nonverbal mean scores for all grades in MCPS paralelled comparable increases for the entire state. Cumulative test records in MCPS indicate that nonverbal aptitude scores improve as students gain experience with taking the test. Verbal aptitude scores (from the same test battery) remain fairly stable over time, indicating no efforts of experience on student performance.

State analysis of MCPS test scores leads to an interpretation which supports the conclusions derived from using the verbal score to predict performance. In general, test results indicate that MCPS students in Grades 3 and 5 achieve very well in those areas assessed by the Iowa Tests of Basic Skills. Students in Grades 7 and 9 obtain scores above national norms but fall short of predicted performance in some skill areas, notably reading comprehension.

Those MCPS schools at the extreme ends of the distribution of school scores for the state, after nonverbal aptitude is statistically controlled, are identified with an asterisk in the table of MCPS schools. Fourteen elementary schools and one junior high school have one or more achievement scores in the upper category this year. Only eight schools met this criteria in each of the previous reports. Eight elementary and one middle school have one or more scores in the lower category. Fourteen and fifteen schools were in this lower category in the Year I and Year II reports, respectively.

MCPS continues to provide (1) a Test Report to Parents for each student tested, and (2) student test records to the teachers, principals, and other school staff members who have responsibility for the students' learning. Also, summary test results are provided for school principals, area administrators, and central office staff. An annual test report, summarizing results for all students and grades, is prepared and presented to the Board of Education and the community. The Maryland Accountability Program Reports are distributed to the Board of Education, central and area offices, the local press, schools, and citizens who request them.

Faculties in MCPS schools are increasingly attentive to the test scores from their schools and to the implications of the data for program planning. Staff for each school prepare an annual school progress report with annual objectives set, based on the latest test results, data on the instructional objectives previously established by the school staff, and information on the extent to which the objectives have been attained. The school annual progress report is distributed to the school community.

Unmet Needs

Implementation of the Maryland Accountability Program in Montgomery County was accomplished with respect to the instrumentation and test administration before it was mandated. A new test-processing program was used to process last spring's test results. Because special efforts were made to provide the output required for the state's data collection, certain phases of the processing program which were intended to provide schools with item-analysis information are not yet operational. Installation of this phase of the processing program is now more than six months behind schedule.

Changes in scheduling and data collection have diverted available human and material resources from developing new instrumentation and more useful data analyses. Instrumentation that will provide more specific information with respect to student achievement of instructional objectives is needed by students, teachers, and all program managers. Instructional systems development in the basic skills will provide:

- Student performance objectives organized for use by students and teachers;
- Criterion-referenced tests which enable students and teachers to determine student mastery of each objective according to a standard consistently applied county-wide
- Data reports to all decision makers in the learning/teaching process based on progress made by individual students;
- Materials, instruction, and environment which enable students to master objectives;
- Supports which enable teachers and school administrators to implement instructional program effectively and efficiently; and
- Program-management objectives and performance targets (stated as anticipated student progress or levels of achievement) and regular evaluation of their attainment, with subsequent program modifications, as indicated.

MONTGOMERY COUNTY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
558,000	$18,996	3.8

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
15.0	12.8

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
122,272	$15,777	$28,172	11.7	21.1

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
44.0%	17.8	94.2%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,647.56	$1,183.77	71.9%	$53.96

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.3%	$22.55	1.4%

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	8,163	95.38	145	110.3	15.73	4.22	1.12
	5	8,923	96.60	142	110.8	14.50	6.13	1.50
	7	9,607	96.61	33	110.0	15.38	7.95	1.82
	9	10,176	94.53	33	112.2	16.20	9.59	1.94
(2) READING COMPREHENSION (ITBS)	3	8,163	95.38	145	110.3	15.73	4.27	1.29
	5	8,923	96.60	142	110.8	14.50	6.05	1.50
	7	9,607	96.61	33	110.0	15.38	7.79	1.75
	9	10,176	94.53	33	112.2	16.20	9.41	1.86
(3) SPELLING (ITBS)	3	8,163	95.38	145	110.3	15.73	4.62	1.28
	5	8,923	96.60	142	110.8	14.50	6.25	1.73
	7	9,607	96.61	33	110.0	15.38	7.79	2.15
	9	10,176	94.53	33	112.2	16.20	9.24	2.28
(4) CAPITALIZATION (ITBS)	3	8,163	95.38	145	110.3	15.73	4.71	1.27
	5	8,923	96.60	142	110.8	14.50	6.39	1.68
	7	9,607	96.61	33	110.0	15.38	8.22	2.14
	9	10,176	94.53	33	112.2	16.20	9.72	2.25
(5) PUNCTUATION (ITBS)	3	8,163	95.38	145	110.3	15.73	4.62	1.36
	5	8,923	96.60	142	110.8	14.50	6.20	1.65
	7	9,607	96.61	33	110.0	15.38	8.01	2.10
	9	10,176	94.53	33	112.2	16.20	9.52	2.19

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	8,163	95.38	145	110.3	15.73	4.46	1.35
	5	8,923	96.60	142	110.8	14.50	6.35	1.68
	7	9,607	96.61	33	110.0	15.38	8.02	2.12
	9	10,176	94.53	33	112.2	16.20	9.55	2.23
(7) LANGUAGE TOTAL (ITBS)	3	8,163	95.38	145	110.3	15.73	4.62	1.17
	5	8,923	96.60	142	110.8	14.50	6.31	1.50
	7	9,607	96.61	33	110.0	15.38	8.03	1.91
	9	10,176	94.53	33	112.2	16.20	9.53	2.02
(8) MATHEMATICAL CONCEPTS (ITBS)	3	8,163	95.38	145	110.3	15.73	4.22	0.98
	5	8,923	96.60	142	110.8	14.50	6.37	1.51
	7	9,607	96.61	33	100.0	15.38	8.25	1.84
	9	10,176	94.53	33	112.2	16.20	9.78	1.92
(9) MATHEMATICAL PROBLEMS (ITBS)	3	8,163	95.38	145	110.3	15.73	4.19	1.07
	5	8,923	96.60	142	110.8	14.50	6.09	1.37
	7	9,607	96.61	33	110.0	15.38	7.81	1.70
	9	10,176	94.53	33	112.2	16.20	9.39	1.89
(10) MATHEMATICAL TOTAL (ITBS)	3	8,163	95.38	145	110.3	15.73	4.23	0.97
	5	8,923	96.60	142	110.8	14.50	6.26	1.37
	7	9,607	96.61	33	110.0	15.38	8.06	1.68
	9	10,176	94.53	33	112.2	16.20	9.61	1.81

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	108.2	109.3	110.3
	5	109.5	110.0	110.8
	7	108.2	108.6	110.0
	9	110.4	110.3	112.2
VOCABULARY (ITBS)	3	4.05	4.13	4.22
	5	6.06	6.08	6.13
	7	7.92	7.88	7.95
	9	9.71	9.61	9.59
READING COMPREHENSION (ITBS)	3	4.09	4.19	4.27
	5	5.99	5.99	6.05
	7	7.84	7.80	7.79
	9	9.52	9.45	9.41
LANGUAGE TOTAL (ITBS)	3	4.40	4.60	4.62
	5	6.15	6.28	6.31
	7	7.87	7.92	8.03
	9	9.47	9.49	9.53
MATHEMATICAL TOTAL (ITBS)	3	4.04	4.13	4.23
	5	6.15	6.18	6.26
	7	8.02	8.02	8.06
	9	9.62	9.57	9.61

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

TABLE 3. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST

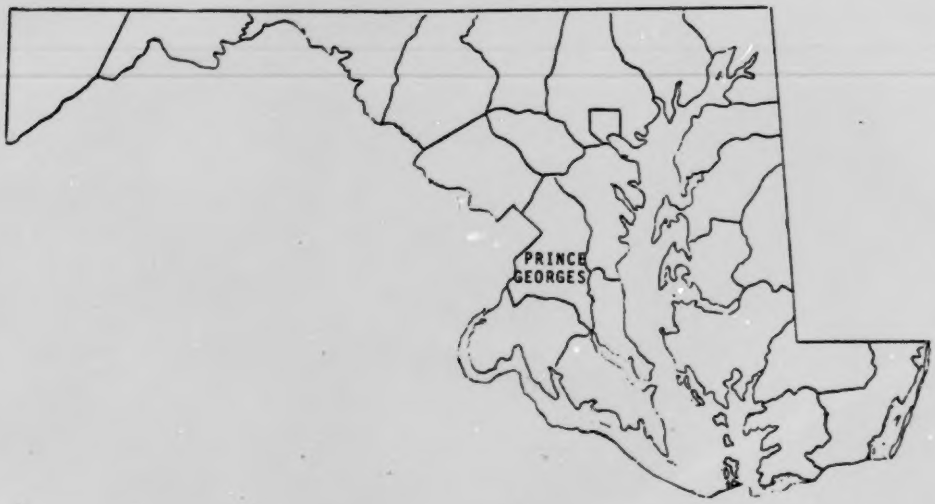
SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	9,209	7,575	82.3	9,006	7,549	83.8
II. Understanding Forms	9,209	6,933	75.3	9,006	8,045	89.3
III. Gaining Information	9,209	6,710	72.9	9,006	8,038	89.3
IV. Following Directions	9,209	7,794	84.6	9,006	8,199	91.0
TOTAL TEST	9,209 (95.6)**	7,403	80.4	9,006 (90.0)**	8,085	89.8

* "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

2.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Prince George's County



Utilization of a Systematic Approach in Improving Instruction.

The Maryland Accountability Program provided a measure of school effectiveness through achievement scores. In this way, it was possible for school administrations of exceptional schools to identify particular features of their school's instructional programs which may have contributed to their higher than expected achievement scores. With this as a first step, a survey of all schools was then conducted to elicit from school principals a list of instructional activities which, in their view, have a positive effect on student achievement. The survey was also designed to obtain the principal's assessment of special instructional activities that had been undertaken to overcome previously identified instructional program deficiencies. The primary purpose of the survey was to compile a list of demonstrate effective instructional activities which would then be made available to schools, where appropriate, to strengthen the instructional program. A corollary purpose of the survey was to identify deficient areas in the instructional program.

In order to add specificity to the survey responses, schools were provided with test data on the proportions of pupils answering correctly the set of items for each of the skills measured by the Reading Comprehension, Language Usage, and Mathematics Problem Solving subtests of the Iowa Tests of Basic Skills. These proportions were plotted on a graph on which had been superimposed the corresponding proportions of pupils in the national sample. Variations in the differences between a school's proportions and the national sample proportions were the basis for determining where greater emphasis was needed in a school's instructional program. In this way, a eeds assessment was made.

In response to the needs assessment, action programs to overcome identified deficiencies were developed. These action programs included lists of instructional activities related to the skills measured by the ITBS subtests indicated above.

The foregoing is a brief description of the systematic approach that the Prince George's County School System is utilizing to improve instruction.

Interpretation and Presentation of MAP Test Resulsts to the Educational Community and to the General Public

In the educational community, workshops on the interpretation of test results were held for instructional supervisors and for school principals. In these workshops, particular emphasis was given to the derivation of expected achievement scores and to the difference between actual and expected scores as a measure of instructional effectiveness.

The focus of the workshops for school principals was on the preparation of a report of the school's test results to the school community. After the preparation of this report a letter is sent by the school to each parent describing the testing program and the type of scores used in reporting the test results, indicating where the instructional program is most effective and where greater emphasis is needed. The last part of the letter outlines plans the school has formulated to improve the instructional program. Also after the report is prepared, an open meeting is held with the school community to have a more detailed discussion of the test results. In the preparation for the open meeting, school principals review basic measurement concepts and consider possible out-of-school and in-school factors that may have influenced pupil achievement.

At the system level, results of tests are first presented to the school superintendent and his immediate staff. This presentation includes an interpretation of the data and a discussion of strategies for utilizing test results to improve instruction. Plans are also made for reporting the test results to the Board of Education and to the public media.

In the presentations, particular emphasis is given to the direction in which pupil achievement is moving. As results of tests are assembled longitudinally, the interest of the school system has been to identify those modifications in the instructional longitudinal data are assembled, they are to be studied with respect to possible relationships between modifications and changes in pupil achievement.

Locally initiated evaluative efforts

In the 1975-76 school year, a frequency count was made of the instructional objectives in the areas of reading, writing and mathematics that were prepared by local schools as part of the implementation of the Maryland Accountability Program. The purpose of the frequency count was to determine which instructional objectives were common to a sufficient number of schools for them to be considered systemwide objectives and, as such, to add further definition to the school system's basic curriculum. After appropriate revisions in the school system's basic curriculum have been made, an ecamination is to be undertaken to identify those objectives which are not measured by the *Iowa Tests of Basic Skills.* Directions will then be made on the methods to be used for the assessment component of the MAP.

In addition to the assessment component of the MAP, this school system conducts a testing program in the senior high schools. This past school year, basic skills tests in grammar and mathematics were given in selected eleventh-grade classes and standardized biology and American history tests were given to students taking those respective courses. Revisions in this program, recommended for the coming school year, consist of administering basic skills tests in reading, grammar, and mathematics to all tenth-grade students at the end of the school year. The standardized biology and American history tests will continue to be administered at the end of the respective courses. Additional courses will be evaluated as tests that are congruent with course objectives can be selected.

Program Modifications

An examination of the data available, has led the school system as a whole to make certain changes in program emphasis and to examine instructional strategies being used. In the

In the area of reading, each local school has reviewed its total reading program and objectives and brought them in line with the state and county goals of the MAP. At the same time, these county and state goals have been incorporated in the County Educational Master Plan and in its graphic presentation of reading skills to be developed. The data have helped to identify areas that needed focus in terms of content and specific grade level. The area of reading comprehension with specific attention to interpretive type questions has been so identified. A more thorough examination of what is occurring in reading instruction at grades five, seven, and nine has been made. A junior-high reading plan has been developed which can be used as a model by individual junior high schools. At grade 5, an examination was made of the amount of time spent in teaching reading skills and the type of instructional strategies being used. A handbook of instructional strategies for teaching reading has been developed and distributed to schools. The use of the Maryland Functional Reading Test has led to more time being spent on developing functional reading skills.

In the area of writing, a handbook of instructional strategies has also been developed for teaching writing skills. This covers each of the four levels: primary, intermediate, junior high, and senior high. All language textbooks used in elementary schools have been evaluated relative to language, usage skills measured by the ITBS. A cross-index was developed and was circulated to all elementary schools to provide teachers of specific skills where a particular need has been identified with ready access to materials. A checklist of language arts skills for grades 1-6 has been developed as a diagnostic/learning tool covering the following areas: listening, spelling, language, mechanics of writing, and rhetoric. This checklist will be piloted in 18 elementary schools during the next school year.

A handbook on instructional strategies for the teaching of mathematics was developed and distributed to schools this year. A checklist of math skills for grades 7 and 8 was developed and is being phased into use by all junior schools. The approved textbook list for mathematics was expanded to include more materials on the development of computational skills. During the year, meetings were held with all junior high mathematics departments to acquaint them with the format of test items and their construction so teachers might familiarize students with the format. Substantial use was made of the printout on the sub-skills performance data so teachers may identify areas of specific weaknesses and give attention to them in their instructional program. To insure that materials are being used properly at the local school-level a continuous monitoring of the program has been undertaken.

Unmet Needs

A major unmet need is the evaluation of pupil progress toward those instructional objectives that are not measured by the Iowa Tests of Basic Skills. Additional unmet needs include assessment of curriculum areas beyond reading, writing, and mathematics, such as social studies, science, and higher mathematics courses. Effective measures are needed to assess outcomes of specific curriculum content to evaluate the effectiveness of instruction. A critical unmet need is identifying in-school factors and instructional methods that are positively related to pupil achievement as a basis for improving instruction.

PRINCE GEORGE'S COUNTY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
684,600	$15,432	5.8

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.6	12.4

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
148,558	$13,982	$24,567	10.5	20.0

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
29.0%	18.7	86.8%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,306.44	$939.63	71.9%	$34.86

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.7%	$7.35	0.6%

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	10,661	91.15	158	100.3	16.08	3.61	1.13
	5	11,559	93.92	158	102.2	16.33	5.21	1.56
	7	12,786	90.00	41	103.4	16.65	6.84	1.89
	9	12,719	89.67	41	105.7	16.93	8.40	2.08
(2) READING COMPREHENSION (ITBS)	3	10,661	90.19	158	100.3	16.08	3.75	1.22
	5	11,559	93.60	158	102.2	16.33	5.30	1.50
	7	12,786	90.56	41	103.4	16.65	6.85	1.81
	9	12,719	89.62	41	105.7	16.93	8.41	1.99
(3) SPELLING (ITBS)	3	10,661	90.90	158	100.3	16.08	4.22	1.37
	5	11,559	93.99	158	102.2	16.33	5.55	1.78
	7	12,786	89.98	41	103.4	16.65	6.92	2.13
	9	12,719	89.63	41	105.7	16.93	8.31	2.37
(4) CAPITALIZATION (ITBS)	3	10,661	90.84	158	100.3	16.08	3.97	1.31
	5	11,559	93.90	158	102.2	16.33	5.47	1.73
	7	12,786	89.95	41	103.4	16.65	6.87	2.11
	9	12,719	89.40	41	105.7	16.93	8.47	2.38
(5) PUNCTUATION (ITBS)	3	10,661	90.64	158	100.3	16.08	4.08	1.44
	5	11,559	93.75	158	102.2	16.33	5.43	1.67
	7	12,786	89.77	41	103.4	16.65	6.74	2.09
	9	12,719	89.04	41	105.7	16.93	8.26	2.33

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	10,661	90.33	158	100.3	16.08	4.00	1.29
	5	11,559	93.55	158	102.2	16.33	5.63	1.66
	7	12,786	90.33	41	103.4	16.65	7.15	2.05
	9	12,719	89.33	41	105.7	16.93	8.47	2.31
(7) LANGUAGE TOTAL (ITBS)	3	10,661	88.02	158	100.3	16.08	4.11	1.17
	5	11,559	92.05	158	102.2	16.33	5.56	1.50
	7	12,786	86.41	41	103.4	16.65	6.98	1.84
	9	12,719	83.76	41	105.7	16.93	8.46	2.08
(8) MATHEMATICAL CONCEPTS (ITBS)	3	10,661	91.22	158	100.3	16.08	3.69	1.01
	5	11,559	93.99	158	102.2	16.33	5.52	1.43
	7	12,786	90.41	41	103.4	16.65	7.25	1.74
	9	12,719	89.99	41	105.7	16.93	8.69	1.98
(9) MATHEMATICAL PROBLEMS (ITBS)	3	10,661	90.86	158	100.3	16.08	3.68	1.08
	5	11,559	93.78	158	102.2	16.33	5.36	1.36
	7	12,786	90.25	41	103.4	16.65	6.97	1.71
	9	12,719	89.62	41	105.7	16.93	8.43	2.01
(10) MATHEMATICAL TOTAL (ITBS)	3	10,661	90.55	158	100.3	16.08	3.72	0.98
	5	11,559	93.62	158	102.2	16.33	5.47	1.31
	7	12,786	89.36	41	103.4	16.65	7.14	1.62
	9	12,719	88.32	41	105.7	16.93	8.60	1.88

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	98.7	99.8	100.3
	5	99.1	102.5	102.2
	7	103.4	104.3	103.4
	9	101.2	104.0	105.7
VOCABULARY (ITBS)	3	3.51	3.54	3.61
	5	5.21	5.24	5.21
	7	6.87	6.75	6.84
	9	8.51	8.33	8.40
READING COMPREHENSION (ITBS)	3	3.55	3.65	3.75
	5	5.34	5.32	5.30
	7	6.94	6.79	6.85
	9	8.14	8.41	8.41
LANGUAGE TOTAL (ITBS)	3	3.86	3.96	4.11
	5	5.34	5.47	5.56
	7	6.97	6.80	6.98
	9	8.46	8.36	8.46
MATHEMATICAL TOTAL (ITBS)	3	3.61	3.64	3.72
	5	5.45	5.47	5.47
	7	7.30	7.09	7.14
	9	8.68	8.55	8.60

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

TABLE 3. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	11,577	7,775	67.2	8,972	6,400	71.3
II. Understanding Forms	11,577	6,737	58.2	8,972	7,245	80.8
III. Gaining Information	11,577	6,121	52.9	8,972	7,373	82.2
IV. Following Directions	11,577	8,096	69.9	8,972	7,671	85.5
TOTAL TEST	11,577 (90.5)**	7,170	61.9	8,972 (85.0)**	7,340	81.8

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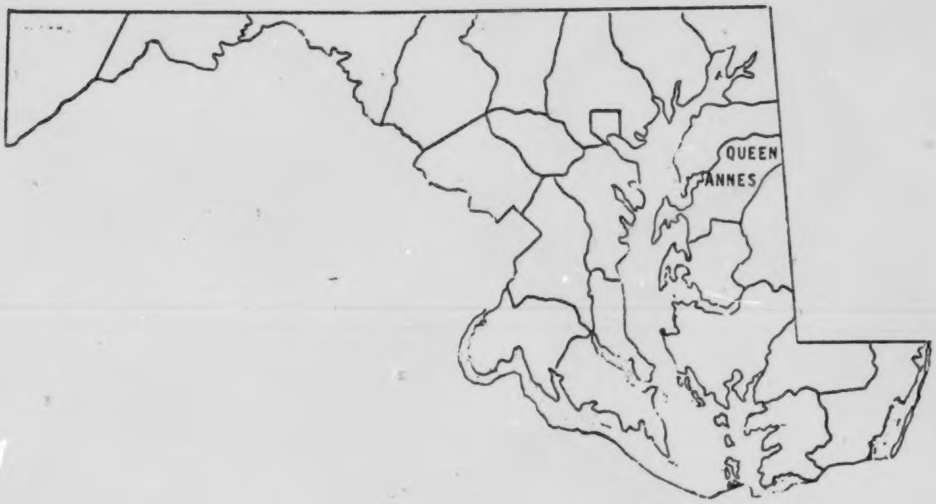
* "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

2.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Queen Anne's County



Introduction

Queen Anne's County continues to commit itself to providing quality educational opportunities for all its students. The accountability system for which this narrative is written is another aid in assisting Queen Anne's County educators to assess the educational processes offered to the students.

The two instruments prescribed by the Maryland Accountability Program--The Iowa Test of Basic Skills (ITBS) and the Cognitive Abilities Test (CAT)--are used by faculties, administrators, and

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central office staff in assessing the goals established for the areas of reading, mathematics, and writing in the original plan. However, these two instruments are only a portion of the assessment instruments used in the continuous movement toward a changing and improving educational program.

Present Status of the Accountability Program

The reading, writing, and mathematics goals, developed and adopted by Queen Anne's County and based upon the state goals, are continually being assessed. Near the end of the past school year principals and faculties in conjunction with central office personnel, reviewed these county goals. Student progress, instructional procedures, and evaluation instruments were taken into consideration in planning for this present school year. Additional time during the summer was devoted to a continuation of this review by the school administrators and central office personnel.

A reading task force of central office supervisors visited all schools in the county and met with faculties and administrators, after observing classes in session, to discuss the program in each school. These visits allowed the task force to evaluate individual school reading goals and to give each school the opportunity to consider its goals in perspective with the county goals.

The task force, with the assistance of each faculty and administrator, was unable to propose various recommendations. A flow chart was developed based upon the text and materials used for the highly able, the typical, and the disadvantaged reader. In these visits, the task force also concerned itself with the writing goals of individual schools and the county-wide goals. Meetings were held to develop materials and further investigate other materials and their relationships to the writing goals. A Language Arts Scope and Sequence in development for the past year will be completed in this school year, and the task force and faculty recommendations are being considered by the language arts committee developing the working copy of the bulletin.

Mathematics test results were assessed. Item analyses have been completed and each school is looking at its program to build upon the needs of its students. A faculty member from each school will be assigned to work on the system level to review test results and county objectives. Two schools are involved in piloting different programs to ascertain the feasibility of these programs being adopted for county use.

Local Assessment Activities

The state testing programs require that the following be administered.

- General
  - Grades 3, 5, 7, 9 -- Iowa Test of Basic Skills
  - Grades 7, 11 -- Maryland Basic Skills Reading
- Early Identification
  - K, 1 -- Parent Interview Checklist
  - Systematic Teacher Observation Instrument
  - Cognitive Skill Assessment Battery
  - Classroom Behavior Inventory
- Title I

Title I	Pre-Test	Post-Test
• K. - Metropolitan Readiness	A	F
• 1. - Metropolitan Readiness	F	P-I
• 2. - Metropolitan Readiness	P-I	P-II
• 3. - Metropolitan Readiness	P-II Elem-F	Elem-F Elem-G

- Special Education
  - Intellectually Limited -- WISC
  - Specific learning disabilities -- Slingerland, language disability; Wepman, pre-reading, auditory discrimination; Detroit Test of Learning Aptitude.

As stated previously in this report, county educators are continually attempting to determine how these test results may be best utilized in attaining county and system goals. Along with these tests, the county has developed two instruments, functional reading on grade 4 and grade 8, to assist further the educators in determining program and curriculum development. The need to continually assess programs has been a goal in Queen Anne's County, and the above-mentioned instruments assist in this continuous assessment.

Comments in Accountability Assessment Results

Queen Anne's County, in comparing the three years of accountability testing, has continued a forward progression on the system level in the average student age series and average grade equivalent scores. The rise is not extraordinary, but it does show a definite progression.

The result of this overall gradual rise is evident in the individual school results which show the scores varying by a month or so with few exceptions. Only where the SAS scores changed significantly is there a change in the grade equivalent.

The continuing emphasis being placed by faculties, administrators, and central office personnel on the evaluation of test results and subsequent recommendations for program development will assist in achieving steady progress.

Program Modification Activities

Queen Anne's County has made certain changes in the utilization of central office staff members and local school faculties to assist students in attaining the education needed for success in school and life. An instructional supervisor has been delegated the instructional area of reading K-12. In-service meetings have been held, functional reading tests developed, and test results scrutinized to develop programs to meet the objectives established in each school and system wide. Supervisors of Instruction have been delegated the duties in mathematics and language arts to develop both of these areas in establishing programs to meet the needs of the students.

On the individual school level, members of the faculty have been selected to coordinate the areas of reading, writing and mathematics. These coordinators will then meet to coordinate the programs county-wide.

Unmet Needs for Resources to Permit Improvement of Programs and Services

Queen Anne's County, although a typical, small county, is devoting as much time as possible through the dedication of its teachers, adminstrators, and central office personnel to the development of assessment instruments and the evaluation of those instruments used under state directives.

General Comments

Queen Anne's County is committed to the best education possible for its students. Both state and local evaluate instruments will be used in assessing existing programs. The needs of Queen Anne's County students will be determined in this manner and appropriate improvements made.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
19,600	$11,436	17.1

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.5	10.6

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
4,756	$11,239	$18,984	7.6	16.5

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
15.0%	19.3	94.7%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,111.74	$764.03	68.7%	$22.04

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.0%	$5.26	0.5%

QUEEN ANNE'S COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	305	94.75	5	101.1	16.32	3.56	1.05
	5	382	91.62	4	100.3	14.39	4.92	1.56
	7	422	89.81	3	102.6	15.87	6.82	1.71
	9	440	84.32	1	99.3	15.69	8.03	1.87
(2) READING COMPREHENSION (ITBS)	3	305	94.75	5	101.1	16.32	3.63	1.20
	5	382	91.62	4	100.3	14.39	5.12	1.46
	7	422	89.81	3	102.6	15.87	6.91	1.64
	9	440	84.32	1	99.3	15.69	8.05	1.90
(3) SPELLING (ITBS)	3	305	94.75	5	101.1	16.32	4.47	1.31
	5	382	91.62	4	100.3	14.39	5.52	1.78
	7	422	89.81	3	102.6	15.87	7.08	2.01
	9	440	84.32	1	99.3	15.69	8.16	2.08
(4) CAPITALIZATION (ITBS)	3	305	94.75	5	101.1	16.32	4.38	1.29
	5	382	91.62	4	100.3	14.39	5.79	1.68
	7	422	89.81	3	102.6	15.87	7.06	2.15
	9	440	84.32	1	99.3	15.69	7.75	2.07
(5) PUNCTUATION (ITBS)	3	305	94.75	5	101.1	16.32	4.44	1.47
	5	382	91.62	4	100.3	14.39	5.91	1.66
	7	422	89.81	3	102.6	15.87	7.07	1.95
	9	440	84.32	1	99.3	15.69	7.81	2.09

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	305	94.75	5	101.1	16.32	3.90	1.37
	5	382	91.62	4	100.3	14.39	5.24	1.61
	7	422	89.81	3	102.6	15.87	6.99	1.94
	9	440	84.32	1	99.3	15.69	7.69	2.18
(7) LANGUAGE TOTAL (ITBS)	3	305	94.75	5	101.1	16.32	4.30	1.19
	5	382	91.62	4	100.3	14.39	5.62	1.49
	7	422	89.81	3	102.6	15.87	7.05	1.77
	9	440	84.32	1	99.3	15.69	7.85	1.80
(8) MATHEMATICAL CONCEPTS (ITBS)	3	305	94.75	5	101.1	16.32	3.58	0.98
	5	382	91.62	4	100.3	14.39	5.28	1.29
	7	422	89.81	3	102.6	15.87	7.37	1.60
	9	440	84.32	1	99.3	15.69	8.06	1.76
(9) MATHEMATICAL PROBLEMS (ITBS)	3	305	94.75	5	101.1	16.32	3.50	1.10
	5	382	91.62	4	100.3	14.39	5.24	1.22
	7	422	89.81	3	102.6	15.87	7.03	1.61
	9	440	84.32	1	99.3	15.69	8.18	1.74
(10) MATHEMATICAL TOTAL (ITBS)	3	305	94.75	5	101.1	16.32	3.54	0.98
	5	382	91.62	4	100.3	14.39	5.26	1.18
	7	422	89.81	3	102.6	15.87	7.20	1.49
	9	440	84.32	1	99.3	15.69	8.12	1.63

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	98.0	97.9	101.1
	5	99.1	101.1	100.3
	7	99.3	100.8	102.6
	9	97.1	96.6	99.3
VOCABULARY (ITBS)	3	3.31	3.24	3.56
	5	4.88	4.96	4.92
	7	6.54	6.73	6.82
	9	8.18	7.95	8.03
READING COMPREHENSION (ITBS)	3	3.33	3.30	3.63
	5	5.18	5.08	5.12
	7	6.78	6.83	6.91
	9	8.32	7.92	8.05
LANGUAGE TOTAL (ITBS)	3	3.80	3.90	4.30
	5	5.35	5.45	5.62
	7	6.97	6.93	7.05
	9	8.26	8.07	7.85
MATHEMATICAL TOTAL (ITBS)	3	3.42	3.39	3.54
	5	5.21	5.23	5.26
	7	6.84	6.72	7.20
	9	8.15	8.23	8.12

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

TABLE 3. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	358	261	72.9	322	212	65.8
II. Understanding Forms	358	242	67.6	322	241	74.8
III. Gaining Information	358	205	57.3	322	257	79.8
IV. Following Directions	358	258	72.1	322	270	83.9
TOTAL TEST	358 (84.8)**	248	69.3	322 (97.3 **	254	78.9

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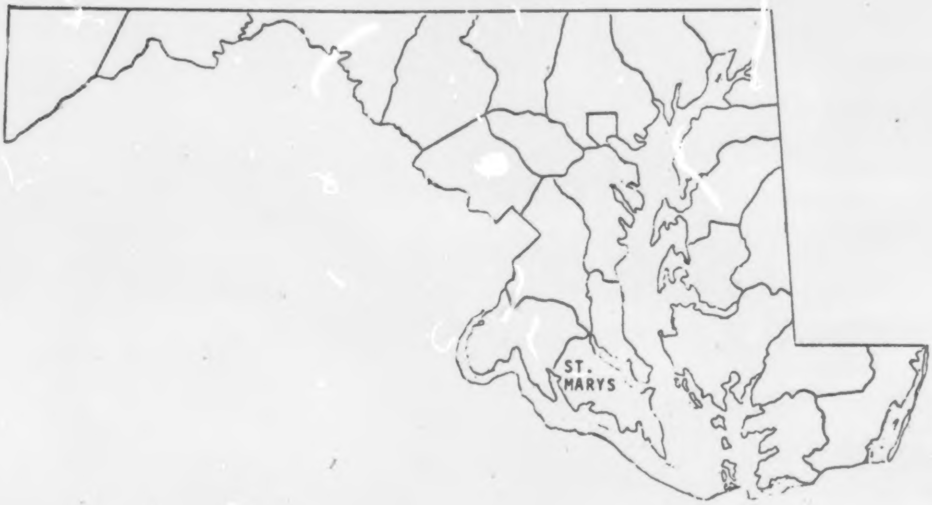
* "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

2.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

St. Mary's County



A Systematic Approach to Improving Instruction

Over the past three years, primarily as a result of the assessment of basic skills achievement, reading has received considerable attention as the instructional program of highest priority in St. Mary's County. This attention is reflected in a number of county-wide programs on all grade levels, as well as a variety of school-based activities and programs discussed later in this report. These county-wide programs, beginning in kindergarten and ranging through senior high school, include:

- An Early Identification Program, piloted in nine schools in 1974-75 and installed in all elementary schools in the fall of the 1975-76 school year'. This program provides for the early detection and remediation of specific learning disabilities for entering kindergarten, first-, and second-grade students. A major strength of this program is the individual nature of the assessment and prescription;

- A corrective/remedial reading program presently operating in the elementary schools and serving students in grades one through five: A total of eight reading specialists are now providing corrective/remedial services to pupils referred by classroom teachers as well as consultant help to elementary school teachers in all elementary schools in the county;

- A school-wide reading program operating in all four middle schools this school year: This program was instituted three years ago by the principal and staff of the Margaret Brent Middle School. Responding to a need reflected in low achievement scores in reading and vocabulary, the program reaches all students and involves all members of the professional staff. In addition, this year basal readers will be used with all groups in order to provide a more systematic, developmental approach to reading. Both pre and inservice activities for teachers in the use of the basal reader approach are included in the program;

- A functional reading program in all middle and high schools: Beginning in the spring semester last year for students who did not achieve mastery on the Maryland Functional Reading Test, this program has now expanded to include students in grades 6 through 12 who have not mastered functional reading skills; and

- A revision of goals and objectives for the county's media program: This revision was completed in a series of workshops in 1975-76 involving media specialists, teachers, and administrators, and resulted in revised goals and objectives which are both congruent with and supportive of the St. Mary's County goals for reading, writing, and mathematics.

Interpretation and Presentation of MAP Results

The presentation of information from the accountability assessment to the educational community and general public of St. Mary's County is accomplished in a number of ways. In December each year, the Coordinator for Accountability presents an oral and written report and an analysis of county and school results to the local Board of Education. Following this report, a copy of the written analysis is distributed to and discussed with representatives of the local media. The following week each principal sends a letter to the parents of students in his/her school which describes the school's averages, the school staff's analysis of the test results, and a description of programs and activities instituted during that school year to improve in those areas identified as priority areas in that school. A final communication, that of each student's scores on both the achievement and ability tests and an analysis of these scores, is sent to parents in May each year.

Locally Initiated Evaluative Efforts

St. Mary's County's organizational plan includes an elementary school program spanning the grades from kindergarten through grade 5; a middle-school program for grades 6, 7, and 8, and a four-year high-school program. When the assessment portion of the Maryland Accountability Program was adopted in 1973 to serve also as the county testing program, a number of educators felt that there was a need for more recent test information on students entering the ninth grade. As a result, a decision was made in 1974 to administer Form 6 of the Iowa Test of Basic Skills to eighth grade students each spring. Information from this test is used by middle-school principals and their staffs to assess growth over the middle-school years, and by high school counselors and teachers to identify and provide programs for students with deficiencies in skill areas measured by this test.

Program Modification Activities

In St. Mary's County the basic approach to improving instruction incorporating information from the Iowa Tests of Basic Skills and the Cognitive Abilities Test, has emphasized school-level programs and activities. These programs and activities are instituted by the principal and school staff following an extensive study of test scores, information from item analysis, and school objectives. Using a series of eight work-sheets, the school principals and their staffs complete this analysis annually, using information from the current year's testing to update information from previous years. A major outcome of this study is a description of programs and activities to be instituted or continued in a school to meet the specific needs of students in that school as determined by the school's analysis.

School System's Unmet Needs

The Maryland Accountability Act requires the establishment of a program of accountability consisting of six elements. The last of these elements requires that "re-evaluation of programs, goals, and objectives shall be regularly undertaken". During the first three years much has been done in St. Mary's County to satisfy the other requirements of the act, however, little has been accomplished with regard to this final element. There is a need for staff with training in evaluation, research, and related disciplines to work in this and similar areas.

Comments

The introduction to the Maryland Accountability Act articulates a goal for public education in the state which includes but is much broader than that of insuring that all students receive the best possible instruction in the basic skill areas of reading, writing, and mathematics.

While the analysis of both input and output data in the basic subject areas has proceeded well, the analysis of the educational process in these areas has been less successful, as have efforts to apply the accountability model to educational areas outside the basic skill areas.

Providing the opportunities to help each individual realize his fullest potential means a great deal more than insuring that all students can read, write, and compute. Being responsible for seeing that all students "have access to an education that will enable them to function to the best of their abilities as informed citizens" requires that school personnel become accountable for a broad range of academic and non-academic areas of student development.

In the future the accountability effort must approach these areas with the same level of commitment that has been demonstrated for reading, writing, and mathematics.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
50,700	$10,442	18.8

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.1	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
11,990	$11,197	$18,446	8.5	17.1

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
20.2%	18.8	94.2%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,113.54	$761.45	68.4%	$30.34

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.7%	$14.70	1.3%

ST. MARY'S COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	878	94.19	16	99.2	16.08	3.39	1.12
	5	936	95.62	16	100.2	16.75	5.20	1.51
	7	990	91.31	4	100.9	15.73	6.59	1.86
	9	982	87.07	2	100.9	16.69	7.98	2.12
(2) READING COMPRE-HENSION (ITBS)	3	878	94.42	16	99.2	16.08	3.50	1.20
	5	936	95.62	16	100.2	16.75	5.24	1.46
	7	990	92.53	4	100.9	15.73	6.75	1.70
	9	982	87.07	2	100.9	16.69	8.17	2.07
(3) SPELLING (ITBS)	3	878	94.31	16	99.2	16.08	4.11	1.34
	5	936	95.94	16	100.2	16.75	5.52	1.67
	7	990	91.31	4	100.9	15.73	6.79	2.02
	9	982	86.86	2	100.9	16.69	8.01	2.35
(4) CAPITAL-IZATION (ITBS)	3	878	94.42	16	99.2	16.08	4.04	1.31
	5	936	95.94	16	100.2	16.75	5.80	1.62
	7	990	91.72	4	100.9	15.73	6.73	2.04
	9	982	86.97	2	100.9	16.69	8.32	2.44
(5) PUNCTUATION (ITBS)	3	878	94.53	16	99.2	16.08	4.24	1.45
	5	936	95.94	16	100.2	16.75	5.77	1.48
	7	990	90.71	4	100.9	15.73	6.43	2.01
	9	982	86.86	2	100.9	16.69	8.03	2.38

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	878	94.19	16	99.2	16.08	3.71	1.31
	5	936	95.62	16	100.2	16.75	5.43	1.67
	7	990	91.11	4	100.9	15.73	6.78	1.97
	9	982	84.93	2	100.9	16.69	7.93	2.25
(7) LANGUAGE TOTAL (ITBS)	3	878	94.53	16	99.2	16.08	4.04	1.18
	5	936	95.94	16	100.2	16.75	5.65	1.41
	7	990	94.04	4	100.9	15.73	6.71	1.75
	9	982	87.37	2	100.9	16.69	8.08	2.10
(8) MATHEMATICAL CONCEPTS (ITBS)	3	876	94.08	16	99.2	16.08	3.53	0.99
	5	936	95.51	16	100.2	16.75	5.56	1.36
	7	990	91.11	4	100.9	15.73	7.01	1.56
	9	982	86.97	2	100.9	16.69	8.44	1.90
(9) MATHEMATICAL PROBLEMS (ITBS)	3	878	93.85	16	99.2	16.08	3.55	1.07
	5	936	95.41	16	100.2	16.75	5.46	1.32
	7	990	89.80	4	100.9	15.73	6.75	1.67
	9	982	87.17	2	100.9	16.69	8.31	1.95
(10) MATHEMATICAL TOTAL (ITBS)	3	878	94.08	16	99.2	16.08	3.56	0.96
	5	936	95.73	16	100.2	16.75	5.52	1.24
	7	990	91.11	4	100.9	15.73	6.93	1.48
	9	982	87.17	2	100.9	16.69	8.38	1.81

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	98.7	95.9	99.2
	5	100.3	99.1	100.2
	7	100.9	100.2	100.9
	9	98.6	99.3	100.9
VOCABULARY (ITBS)	3	3.29	3.16	3.39
	5	5.14	5.02	5.20
	7	6.47	6.50	6.59
	9	7.82	7.82	7.98
READING COMPREHENSION (ITBS)	3	3.38	3.29	3.50
	5	5.26	5.12	5.24
	7	6.75	6.76	6.75
	9	8.01	7.97	8.17
LANGUAGE TOTAL (ITBS)	3	3.73	3.63	4.04
	5	5.37	5.33	5.65
	7	6.61	6.56	6.71
	9	7.77	7.72	8.08
MATHEMATICAL TOTAL (ITBS)	3	3.46	3.34	3.56
	5	5.47	5.36	5.52
	7	6.98	6.73	6.93
	9	8.15	8.21	8.38

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

TABLE 3. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	955	642	67.2	607	350	57.7
II. Understanding Forms	955	606	63.5	607	435	71.7
III. Gaining Information	955	501	52.5	607	441	72.7
IV. Following Directions	955	687	71.9	607	461	75.9
TOTAL TEST	955 (96.5)**	617	64.6	607 (89.4)**	437	72.0

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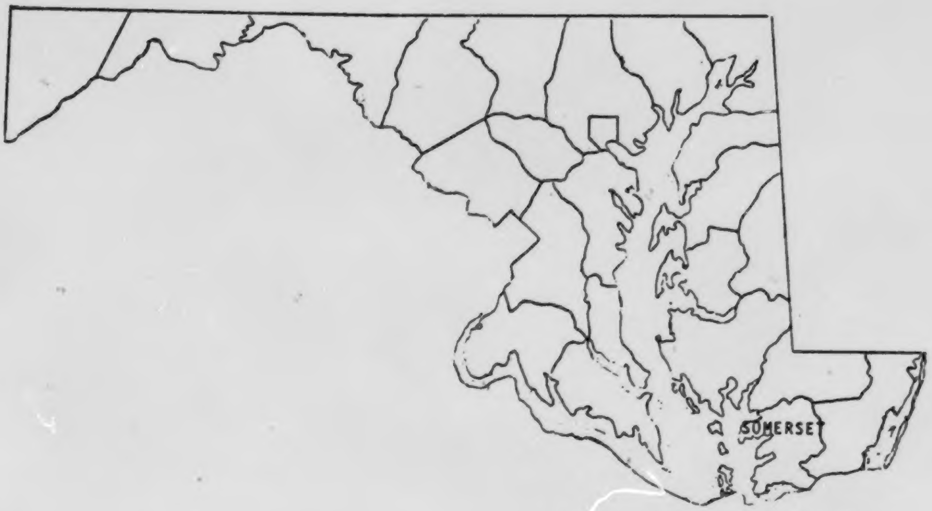
* "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

2.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Somerset County



Philosophy

The Public School System of Somerset County believes that the goal of education should be to educate all children and young people in the county so that they can assume their roles in society as productive citizens equipped with the necessary skills, understandings, ideas and values which will provide for a continuance of our democratic way of life, strengthen their individuality, and prepare them to cope with and adapt to the changes of the future.

The school system further believes that this goal can only be achieved through a commitment to a comprehensive program of instruction for all children which recognizes:

- that children have varying abilities and aptitudes;
- that there must be continuity in the teaching of the basic skills and understandings;
- that there should be an emphasis on the diagnosis and assessment of individual needs;
- that opportunities should be provided for specialization and enrichment; and
- that experiences in interpersonal relations, decision-making and group interaction are important.

Utilizing Test Results

Each school has studied its objectives and test results, and is in the process of assessing its offerings in reading, mathematics, writing and the skills needed in the content subjects. Priorities are being given to basic reading as well as writing and specific mathematical skills in all grades. Individual item analyses are made to plan activities that will meet the needs of individual students.

Test results show that some progress has been made over the three years that the Maryland Accountability Program has been in effect. We are encouraged by the growth that has been shown in grades 7 and 9 in the skill subjects. Although results show that the county average is nearer the State average, we are striving for the attainment of national averages in all grades. Test results further show that the scores in mathematics improved over previous years. This may be a direct result of better grouping and individualizing improved efforts toward instruction for all children.

Program Planning

The Somerset County Board of Education has requested that Curriculum Guidelines be developed for all grade levels as an overall design for curriculum development. A scope and sequence of skills for each instructional area, suggested materials and activities, and evaluative criteria will be included.

At present, elementary principals and teachers are working on the guidelines in mathematics. This planning will extend to all circular areas and grade levels.

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Somerset County has a number of federally-funded programs that have attempted to improve the basic skills of children, and have provided in-service training for teachers on all levels. For Grades K-3, ESEA Title I has employed a resource teacher for each Title I school to work with small groups of students who have deficiencies in mathematics or reading. The ESAA project has resource teachers and paraprofessionals who assist students in Grades 4 - 9. The ESEA Title IV project provides each high school with Language Arts teachers and Counseling teachers who work with potential dropouts.

Because of a reorganization within the central-office structure of the Somerset County Public School System, the responsibility for hte implementation of the Maryland Accountability Program now rests within the Division of Instruction. This should enable supervisors and school personnel to take a more active role in the administration of the testing program and the instructional utilization of the results. Curriculum development and improvement will be more closely related to the identified needs of the system.

The system has continued to provide in-service programs for staff. A great percentage of elementary and secondary teachers have taken advantage of reading workshops patterned after the State Model. They have incorporated plans and procedures discussed in the workshops in their teaching. Opportunities for continued professional growth will be offered throughout the school year for all teachers.

Within its resources, Somerset County is making continued efforts to improve basic skills as well as to make instruction more meaningful and relevant to the learner. The results of the third year of testing show progress in a majority of the areas over the previous years. This is encouraging, although there is still some concern about individual and class performance when compared with national norms.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
19,200	$6,380	30.2

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.0	9.6

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
4,343	$9,857	$13,868	8.8	22.3

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
14.2%	18.5	95.0%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,100.13	$780.72	71.0%	$34.94

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.2%	$8.87	0.8%

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	310	98.06	9	95.0	15.74	3.59	0.95
	5	336	99.40	9	91.4	19.82	4.82	1.46
	7	378	91.27	5	95.9	15.07	6.33	1.70
	9	364	84.34	3	96.6	15.55	7.86	1.94
(2) READING COMPREHENSION (ITBS)	3	310	98.06	9	95.0	15.74	3.62	1.06
	5	336	99.40	9	91.4	19.82	4.97	1.38
	7	378	91.27	5	95.9	15.07	6.60	1.54
	9	364	84.34	3	96.6	15.55	7.93	1.91
(3) SPELLING (ITBS)	3	310	98.06	9	95.0	15.74	4.49	1.34
	5	336	99.40	9	91.4	19.82	5.55	1.76
	7	378	91.27	5	95.9	15.07	6.95	1.98
	9	364	84.34	3	96.6	15.55	8.46	2.23
(4) CAPITALIZATION (ITBS)	3	310	98.06	9	95.0	15.74	3.96	1.28
	5	336	99.40	9	91.4	19.82	5.11	1.52
	7	378	91.27	5	95.9	15.07	6.43	1.91
	9	364	84.34	3	96.6	15.55	8.38	2.20
(5) PUNCTUATION (ITBS)	3	310	98.06	9	95.0	15.74	4.14	1.35
	5	336	99.40	9	91.4	19.82	5.28	1.55
	7	378	91.27	5	95.9	15.07	6.31	1.79
	9	364	84.34	3	96.6	15.55	7.90	2.18

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	310	98.06	9	95.0	15.74	3.69	1.31
	5	336	99.40	9	91.4	19.82	4.77	1.58
	7	378	91.27	5	95.9	15.07	6.49	1.85
	9	364	84.34	3	96.6	15.55	7.59	2.11
(7) LANGUAGE TOTAL (ITBS)	3	310	98.06	9	95.0	15.74	4.08	1.13
	5	336	99.40	9	91.4	19.82	5.18	1.40
	7	378	91.27	5	95.9	15.07	6.55	1.59
	9	364	84.34	3	96.6	15.55	8.08	1.90
(8) MATHEMATICAL CONCEPTS (ITBS)	3	310	98.06	9	95.0	15.74	3.57	0.98
	5	336	99.40	9	91.4	19.82	5.19	1.29
	7	378	91.27	5	95.9	15.07	6.56	1.30
	9	364	84.34	3	96.6	15.55	7.89	1.77
(9) MATHEMATICAL PROBLEMS (ITBS)	3	310	98.06	9	95.0	15.74	3.53	1.00
	5	336	99.40	9	91.4	19.82	5.21	1.24
	7	378	91.27	5	95.9	15.07	6.47	1.43
	9	364	84.34	3	96.6	15.55	8.10	1.75
(10) MATHEMATICAL TOTAL (ITBS)	3	310	98.06	9	95.0	15.74	3.55	0.92
	5	336	99.40	9	91.4	19.82	5.20	1.19
	7	378	91.27	5	95.9	15.07	6.52	1.25
	9	364	84.34	3	96.6	15.55	7.99	1.63

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	92.7	95.3	95.0
	5	91.6	93.4	91.4
	7	90.2	92.1	95.9
	9	93.4	94.8	96.6
VOCABULARY (ITBS)	3	3.17	3.50	3.59
	5	4.81	5.09	4.82
	7	6.18	6.09	6.33
	9	7.72	7.75	7.86
READING COMPREHENSION (ITBS)	3	3.33	3.62	3.62
	5	4.98	5.14	4.97
	7	6.31	6.35	6.60
	9	7.78	8.05	7.93
LANGUAGE TOTAL (ITBS)	3	3.69	4.06	4.08
	5	5.16	5.28	5.18
	7	6.34	6.19	6.55
	9	8.06	8.17	8.09
MATHEMATICAL TOTAL (ITBS)	3	3.28	3.47	3.55
	5	4.98	5.14	5.20
	7	6.45	6.37	6.52
	9	7.80	7.94	7.99

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

TABLE 3. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST

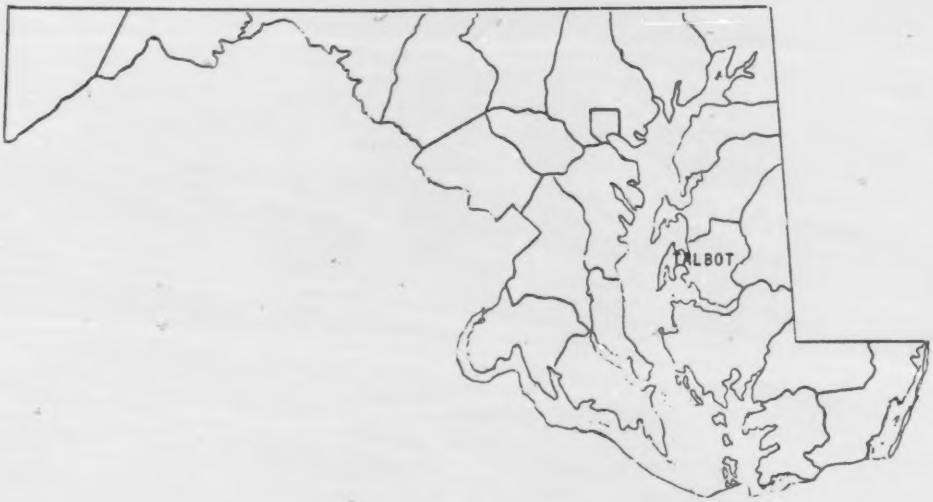
SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	374	212	56.7	268	134	50.0
II. Understanding Forms	374	188	50.3	268	171	63.8
III. Gaining Information	374	158	42.2	268	174	64.9
IV. Following Directions	374	214	57.2	268	193	72.0
TOTAL TEST	374 (95.7)**	193	51.6	268 (95.0)**	169	63.1

* "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

2.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Talbot County



Philosophy of Education

The public school is an institution, created by our citizens, so that all of the children of all of the people may enjoy an opportunity to participate in all phases of the learning process. Two challenges that our schools face are to determine the extent to which a student has achieved and to encourage him to learn to his greatest potential.

Each child comes to the public schools as a unique individual; it becomes the responsibility of the school to nurture this individuality. It is important that a child's success, happiness, mental health and self-image be built up and that he be accepted for himself.

In our society every human being has value. Every individual is deserving of being respected and of being treated with dignity. Each one is entitled to an opportunity to earn a living for himself and his family.

The teaching profession of the Talbot County Public Schools believes that it has certain responsibilities relating to: (1) our convictions about how learning takes place; (2) our professional attitude toward the learner; (3) the objectives for which our schools are developed and, (4) the organization of our schools.

Our beliefs related to each of these categories are enumerated below:

- Our convictions about how learning takes place.

  We believe that:

  a. Learning takes place when the mind is stimulated and appropriate content is avilable.
  b. Learning is the process of disciplining the mind.
  c. Learning is a unique process for each individual.
  d. Learning is dependent on readiness, relevance, motivation, interest and involvement.

- Our professional attitudes toward the learner.

  We believe that:

  a. a teacher must do the best he can for everyone regardless of race, creed, religion, ability, or socio-economic background.
  b. the teacher must respect the dignity and worth of the individual.
  c. teachers should consider the total educational development of the individual in planning an effective educational program.

- The objectives for which schools are developed.

  1. Schools should help students demonstrate competence in the basic skills of communication and computation.

  2. Schools should develop an understanding and appreciation of different cultures and ways of living.

  3. Schools should help individuals become better citizens and develop a sense of responsibility for their actions.

  4. Schools should help individuals learn to get along together and respect each other.

5. Schools should develop skills and attitudes that enable pupils to adjust to, live in, and contribute positively to a democratic society in an ever changing world.

6. Schools should help individuals to use the learning process of gathering information, analyzing problems and drawing conclusions.

o The organization of our schools.

We believe that:

1. all classes should be so organized that each person can participate in learning activities.
2. every person should have an equal opportunity to participate in all phases of the school program.
3. schools should be organized to provide optimum opportunities for individualization of learning and efficient utilization of personnel.

Priorities

The philosophy of education which has been outlined in the previous pages will make clear that our teachers believe the basic skills of communication and computation should be one of our first orders of business. This priority was established early in the year 1970 and gives emphasis to the fact that teachers in Talbot County have always considered the basic skills a top priority. A further examination of our philosophy indicates that citizenship, participation in our democratic society, and developing a salable skill are also considered priorities which need to be stressed.

It will be noted from our philosophy and the above statement that our priorities here in Talbot County are consistent with and compatible with those priorities established by the State Department of Education. All of our teachers, administrators, and supervisors participated in developing this philosophy of education, and from it we have continued to develop those priorities which are consistent with this philosophy. Further emphasis is given to this philosophy and the priorities which we have established in that the Talbot County Board of Education adopted this philosophy in 1971.

Comments on Accountability Assessment Results

Test scores for the county are close to the state norms for 1976. This would seem to indicate that students are testing generally at about the same relative positions that they tested in 1975. In order to get a comprehensive picture of the total county testing program, Talbot County has introduced a percentage growth factor which measures the amount of growth in student achievement that has taken place over the last two years. This figure was arrived at by taking the gain in average grade equivalent score during the testing period in Spring 1974 and comparing it with the grade equivalent score achieved by the same groups in Spring 1976. A look at the percentage growth factor shows that students achieved approximately 86.6 percent of what would have been expected of them during a two-year period in vocabulary, reading, total language, and total mathematics. The percentage of growth in reading from the third grade to the fifth grade was 88 percent; the percentage of growth in reading from the fifth grade to the seventh grade was 90 percent, and the percentage of growth in reading from the seventh grade to the ninth grade was 86 percent. The percentage of growth in total mathematics during the same periods were as follows: from the third grade to the fifth grade was 85 percent; the percentage of growth from the fifth grade to the seventh grade was 89.5 percent, and the percentage of growth from the seventh grade to the ninth grade was 86.5 percent.

Program Modification

During the school year 1975-76, we planned nine summer workshops for teachers, principals, supervisors, and teacher aides. The main thrust of these workshops was to review our instructional objectives in Reading, Writing, Mathematics, Physical Education, Special Education, and Early Childhood Education. These workshops involved about two-thirds of our entire instructional staff and extended from kindergarten through our twelfth grade. Our County Central Office staff and principals were assisted in the development of these summer programs by a number of consultants from our State Department of Education and several of the larger county systems.

Several bulletins were produced in tentative form for guiding teachers as they work in their respective schools. Many teacher-made activities were developed for use by students as learning activities. These resources will certainly help to improve our instructional program and stimulate children in their school life.

One of the important aspects of our program is based on our nongraded organization. Many of our activities are therefore centered around individualization and the uniqueness of the learner.

As a follow-up activity of our workshops, each school will be visited during the year 1976-77 by a team of educators consisting of the County Superintendent, Assistant Superintendent for Instruction, appropriate Instructional Supervisors and Building Principal. There will be two such visits during the year. The purpose of these visits is to observe the work being done in the classrooms and to confer with teachers concerning the implementation of our summer workshop activities.

Comments on Accountability

Educators have been concerned about many facets of learning, but most of their concerns relate to two major thrusts, namely, good citizenship and a salable skill or preparation for a further study.

Good citizenship involves many learning activities, including, but certainly not limited to, reading, writing and mathematics. Many of the skills related to citizenship are not easily measurable by standardized tests. Some of the skills related to citizenship include character development, honesty, integrity, mutual respect, obedience, loyalty, patriotism, discipline, value structure, the wise use of our natural resources, good health procedures, safe driving, freedom to speak, respect for the rights of others, to mention only a few of these citizenship traits. Citizenship is one of the most important aspects of our young peoples' educational experience.

In an educational program which attempts to equate expenditures with academic achievement, there is a tendency to neglect citizenship training. This is especially true because it is difficult, if not almost impossible, to measure objectively those characteristics which relate to good citizenship; that is to say, there is no standardized test developed at this time which could be used as a basis for such citizenship evaluation. Furthermore, the accountability law gives great emphasis to a testing program which enhances the academic areas such as reading, writing, and mathematics.

The report card then for educators is determined by the degree to which students perform successfully on our State Testing Program in the areas of reading, writing, and mathematics; consequently, our top state priority seems to be our state-wide testing program.

Careful consideration needs to be given to the total educational program of our young people. No standardized testing program should ever become the sole basis for an educational program simply because it provides objectivity and lends itself to normative testing. We need, and must continue to have, educational programs which are stimulating and which result in our young people being able to participate in the activities of government in a meaningful manner. One of our goals should be that we would develop young people who can spend an hour or two alone without being entertained by others.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
25,000	$10,030	23.5

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.5	11.2

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
4,645	$11,527	$17,819	9.5	21.9

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
23.9%	15.2	94.6%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,256.12	$917.94	73.1%	$29.13

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.3 %	$14.28	1.1%

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	297	97.64	5	102.7	14.75	3.70	1.00
	5	347	96.83	5	102.7	15.51	5.21	1.53
	7	388	90.72	2	104.0	14.97	6.89	1.85
	9	442	75.57	2	105.9	15.11	8.45	1.99
(2) READING COMPREHENSION (ITBS)	3	297	97.64	5	102.7	14.75	3.82	1.18
	5	347	96.83	5	102.7	15.51	5.42	1.43
	7	388	90.72	2	104.0	14.97	7.04	1.77
	9	442	75.57	2	105.9	15.11	8.71	1.74
(3) SPELLING (ITBS)	3	297	97.64	5	102.7	14.75	4.53	1.22
	5	347	96.83	5	102.7	15.51	6.04	1.67
	7	388	90.72	2	104.0	14.97	7.34	2.16
	9	442	75.57	2	105.9	15.11	8.93	2.13
(4) CAPITALIZATION (ITBS)	3	297	97.64	5	102.7	14.75	4.22	1.25
	5	347	96.83	5	102.7	15.51	6.04	1.68
	7	388	90.72	2	104.0	14.97	7.42	2.06
	9	442	75.57	2	105.9	15.11	8.80	2.16
(5) PUNCTUATION (ITBS)	3	297	97.64	5	102.7	14.75	4.12	1.40
	5	347	96.83	5	102.7	15.51	5.97	1.60
	7	388	90.72	2	104.0	14.97	7.21	2.02
	9	442	75.57	2	105.9	15.11	8.48	2.22

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	297	97.64	5	102.7	14.75	3.88	1.32
	5	347	96.83	5	102.7	15.51	5.54	1.72
	7	388	90.72	2	104.0	14.97	7.29	2.12
	9	442	75.57	2	105.9	15.11	8.50	2.34
(7) LANGUAGE TOTAL (ITBS)	3	297	97.64	5	102.7	14.75	4.18	1.10
	5	347	96.83	5	102.7	15.51	5.89	1.46
	7	388	90.72	2	104.0	14.97	7.31	1.87
	9	442	75.57	2	105.9	15.11	8.67	1.95
(8) MATHEMATICAL CONCEPTS (ITBS)	3	297	97.64	5	102.7	14.75	3.78	0.88
	5	347	96.83	5	102.7	15.51	5.41	1.42
	7	388	90.72	2	104.0	14.97	7.05	1.70
	9	442	75.57	2	105.9	15.11	8.54	1.88
(9) MATHEMATICAL PROBLEMS (ITBS)	3	297	97.64	5	102.7	14.75	3.68	1.04
	5	347	96.83	5	102.7	15.51	5.38	1.30
	7	388	90.72	2	104.0	14.97	7.06	1.78
	9	442	75.57	2	105.9	15.11	8.72	1.79
(10) MATHEMATICAL TOTAL (ITBS)	3	297	97.64	5	102.7	14.75	3.74	0.90
	5	347	96.83	5	102.7	15.51	5.40	1.27
	7	388	90.72	2	104.0	14.97	7.06	1.65
	9	442	75.57	2	105.9	15.11	8.63	1.75

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	100.4	98.1	102.7
	5	100.4	99.5	102.7
	7	101.2	99.7	104.0
	9	102.5	102.2	105.9
VOCABULARY (ITBS)	3	3.59	3.54	3.70
	5	5.19	4.92	5.21
	7	6.69	6.67	6.89
	9	8.50	8.52	8.45
READING COMPREHENSION (ITBS)	3	3.66	3.61	3.82
	5	5.24	5.06	5.42
	7	6.99	6.87	7.04
	9	8.71	8.70	8.71
LANGUAGE TOTAL (ITBS)	3	4.18	4.05	4.18
	5	5.52	5.38	5.89
	7	6.92	6.99	7.31
	9	8.61	8.73	8.67
MATHEMATICAL TOTAL (ITBS)	3	3.70	3.59	3.74
	5	5.27	5.02	5.40
	7	6.90	6.78	7.06
	9	8.51	8.48	8.63

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

TABLE 3. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	339	269	79.4	320	246	76.9
II. Understanding Forms	339	258	76.1	320	270	84.4
III. Gaining Information	339	227	67.0	320	293	91.6
IV. Following Directions	339	288	85.0	320	302	94.4
TOTAL TEST	339 (87.4)**	258	76.1	320 (86.7)**	293	91.6

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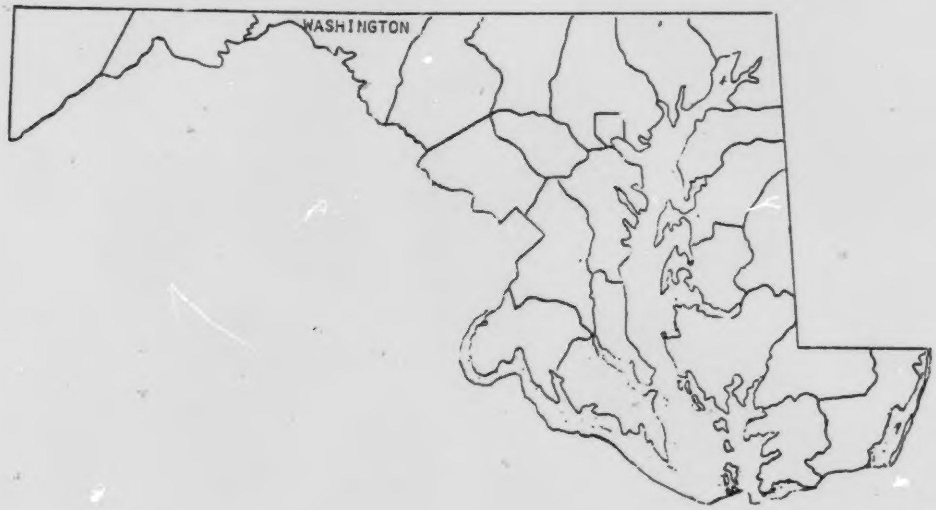
* "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

2.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Washington County



Major Instructional Priorities

The top three priorities for the Washington County Public School System in the year 1976-77 are:

Reading and Language Arts

This area will be emphasized throughout the system. First priority will be given to eradicating reading deficiencies on all levels of instruction. Concrete programs will be evident in all school buildings.

- System-wide -- Reading and language skill development will be emphasized in the following ways:

  1. Reading and language instruction will be individualized.

  2. Reading and language skills will be emphasized in all content areas.

  3. Special reading and language programs will be provided for students who exhibit marked deficiencies in basic reading and language skills.

- Elementary Level -- Special thrusts will be made in the following areas:

  1. Title I schools will pilot a K-6 reading management system to be used eventually in all elementary schools.

  2. All elementary schools will use a common set of reading objectives and a common testing system to indicate student progress in reading.

- Secondary Level -- Special thrusts will be made in the following areas:

  1. Students with marked deficiencies in reading and language skills will be identified in each school for reading laboratory assignment.

  2. Existing reading laboratories will be strengthened and, if necessary, expanded.

  3. Where reading laboratories do not currently exist, they will be established.

Provision for Alternate Programs

Provisions should be made, within each school, for alternate programs to respond to the gifted and talented and to students who present attendance and discipline problems.

- Systemwide -- Schools-within-schools, house plans, special courses, contracts, will be encouraged.

- Elementary Level -- Special provision will be made:

  1. to identify gifted and talented youngsters and provide for their unique needs.

  2. to identify learning-disabled youngsters and provide for their unique needs.

- Secondary Level - The following programs will be evident:

  1. Electives which meet the needs of gifted and talented youngsters.

  2. Special provisions for dropout prevention - in the form of program modifications to better meet the needs of dropout prone youth.

Individualization of Instruction

Every effort will be made to meet the wide variety of individual needs evident in the students we are serving.

- Systemwide - The following thrusts will be evident:

  1. Testing data will be utilized in order to prescribe instruction and to justify classroom grouping practices.

  2. Programs will be provided for students based upon identified needs.

- Elementary Level - The following efforts will be made on the elementary level:

  1. Schools will continue to absorb, at the rate they can afford, the individualized mathematics and science programs.

  2. Schools will make efforts to compensate for reading problems inherent in the social studies program to the end that reading skills will be improved while the necessary content is mastered.

  3. Resource Centers will be reorganized in cooperation with the IRC and elementary supervisors.

- Secondary Level - The following thrusts will be evident:

  1. Elective offerings will continue to be available to students in English and social studies.

  2. Schools will make efforts to compensate for reading problems in the area of social studies to the end that reading skills will be improved while the necessary content is mastered.

  3. Libraries and A-V Centers will be reorganized in cooperation with the IRC and subject-matter supervisors.

4. Four-year programs of study will be developed for each student in the 9th grade. Counselors and the Director of Instructional Support Services will coordinate this effort.

It is obvious that the Maryland Accountability Program has been utilized to provide helpful data both in the identification of instructional program strengths and weaknesses and in the selection of students for special programs.

Interpretation and Presentation of Results

The utilization of a national normed standardized test permits, indeed invites, one to make comparisons. Some of these comparisons are of value, while others are meaningless. All too often, the public, including politicians, parents and perhaps pedagogs, presume that they are able to read and understand the published results of the accountability program. To cite a common misconception - the impression of accuracy conveyed by decimal scores. Informed individuals realize that such a score (3.7 or 9.2, for example), is not a true or fixed score, but indicates an approximation. Every individual's score would vary on successive attempts on any given test. Comparisons in Table 2A may also be misleading. Did the pupils in grades 3, 5 and 7 tested in year 1973-1974 really improve in nonverbal ability as suggested by the results of the testing of grades 5, 7 and 9 in 1975-76?

In order to help clarify the results of the testing programs, in-service training sessions were held with both administrators and teachers. They, in turn, were better qualified to interpret to the parents and pupils both the results of the individual and the school. Most of the schools presented their own results in public meetings, such as Parent-Teacher meetings. Every pupil's individual scores were made available on a separate graphic format which included the county's mean score.

Local Evaluation Reports

A pilot program in reading has been implemented in the elementary schools which has a criterion-reference system as an integral part. This program was referred to earlier in the first section. The Functional Reading test results from the past year were studied in detail and special attention was given to the questions dealing with interests and attitudes. Test scores may reflect competency of skills, but the broader aspect of evaluation can be achieved only when student motivation, self-insight, satisfaction and standards of performance are measured.

Program Modifications

The most significant modification on the secondary level was establishing reading laboratories in schools that did not have them before. This and other modifications are reflected in the instructional priorities outlined in the first section.

Unmet Needs

Many of the program modifications that have resulted from the assessment program require minimal financing. However, state funding should be made available for materials necessary to administer both the ITBS and the CAT and practice test for grade 3. There is also a need for additional in-service training sessions on the local level.

Comments Concerning Accountability Programs

Part of the rationale supporting educationally accountable programs is based on the following assumptions:

- Learning behaviors, expressed as outcomes, can be achieved in multiple ways, some more effective than others;
- Without the presence of some form of accountability process, it is difficult or impossible to gauge learner progress well - either individual or group - or instructional effectiveness for the purpose of decision-making;
- The schools exist primarily to produce publicly-endorsed changes in the learning behavior of their major client, the student;
- Because the resources (time, money, staff, etc.) available in any school district are customarily less than the demands made upon them, it is incumbent upon the administrative staff to seek an optimum balance between the available resources and the most effective means of expending them in attaining publicly-endorsed goals and objectives; and
- The accountability process is a vehicle that holds promise for improving learning outcomes, decision-making and rational adjustments to change pressures.

The validity of any assumption is open to question; accordingly, these assumptions are offered as a variety of limitations.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
107,200	$10,807	12.7

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
11.4	11.5

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
23,197	$12,262	$19,109	11.3	18.8

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
30.3%	19.2	94.9%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,087.80	$790.59	72.7%	$32.61

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.0%	$5.88	0.5%

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	1,695	92.15	28	102.2	16.19	3.77	1.14
	5	1,745	94.27	27	103.1	15.09	5.31	1.53
	7	1,906	95.86	9	104.3	15.37	6.91	1.81
	9	2,087	88.55	7	105.0	15.83	8.27	2.04
(2) READING COMPREHENSION (ITBS)	3	1,695	92.39	28	102.2	16.19	3.87	1.33
	5	1,745	94.10	27	103.1	15.09	5.42	1.44
	7	1,906	95.86	9	104.3	15.37	6.91	1.69
	9	2,087	88.36	7	105.0	15.83	8.38	1.92
(3) SPELLING (ITBS)	3	1,695	91.92	28	102.2	16.19	4.36	1.32
	5	1,745	94.10	27	103.1	15.09	5.70	1.72
	7	1,906	96.07	9	104.3	15.37	7.04	2.09
	9	2,087	88.98	7	105.0	15.83	8.10	2.41
(4) CAPITALIZATION (ITBS)	3	1,695	92.04	28	102.2	16.19	4.26	1.33
	5	1,745	94.15	27	103.1	15.09	5.89	1.73
	7	1,906	96.01	9	104.3	15.37	7.24	2.19
	9	2,087	88.79	7	105.0	15.83	8.18	2.37
(5) PUNCTUATION (ITBS)	3	1,695	92.09	28	102.2	16.19	4.52	1.49
	5	1,745	94.15	27	103.1	15.09	5.78	1.70
	7	1,906	96.12	9	104.3	15.37	7.02	2.19
	9	2,087	88.69	7	105.0	15.83	8.05	2.34

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	1,695	91.74	28	102.2	16.19	3.99	1.31
	5	1,745	94.10	27	103.1	15.09	5.37	1.73
	7	1,906	96.12	9	104.3	15.37	6.85	2.15
	9	2,087	88.55	7	105.0	15.83	7.95	2.36
(7) LANGUAGE TOTAL (ITBS)	3	1,695	91.68	28	102.2	16.19	4.28	1.20
	5	1,745	93.98	27	103.1	15.09	5.69	1.53
	7	1,906	95.96	9	104.3	15.37	7.04	1.92
	9	2,087	87.45	7	105.0	15.83	8.09	2.10
(8) MATHEMATICAL CONCEPTS (ITBS)	3	1,695	91.98	28	102.2	16.19	3.85	1.00
	5	1,745	94.38	27	103.1	15.09	5.68	1.41
	7	1,906	95.54	9	104.3	15.37	7.56	1.75
	9	2,087	88.21	7	105.0	15.83	8.90	1.99
(9) MATHEMATICAL PROBLEMS (ITBS)	3	1,695	92.04	28	102.2	16.19	3.72	1.06
	5	1,745	94.21	27	103.1	15.09	5.46	1.31
	7	1,906	95.49	9	104.3	15.37	7.23	1.60
	9	2,087	86.73	7	105.0	15.83	8.54	1.87
(10) MATHEMATICAL TOTAL (ITBS)	3	1,695	91.92	28	102.2	16.19	3.80	0.98
	5	1,745	94.15	27	103.1	15.09	5.56	1.29
	7	1,906	95.44	9	104.3	15.37	7.36	1.57
	9	2,087	86.54	7	105.0	15.83	8.70	1.81

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	100.1	101.4	102.2
	5	103.1	101.5	103.1
	7	103.4	100.8	104.3
	9	103.9	102.3	105.0
VOCABULARY (ITBS)	3	3.38	3.51	3.77
	5	4.97	5.00	5.31
	7	6.74	6.57	6.91
	9	8.22	8.24	8.27
READING COMPREHENSION (ITBS)	3	3.54	3.65	3.87
	5	5.32	5.29	5.42
	7	6.94	6.70	6.91
	9	8.31	8.25	8.38
LANGUAGE TOTAL (ITBS)	3	3.85	4.09	4.28
	5	5.35	5.43	5.69
	7	6.81	6.67	7.04
	9	7.95	8.18	8.09
MATHEMATICAL TOTAL (ITBS)	3	3.66	3.71	3.80
	5	5.67	5.67	5.56
	7	7.34	7.14	7.36
	9	8.64	8.66	8.70

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

TABLE 3. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	1,879	1,315	70.0	1,497	1,042	69.6
II. Understanding Forms	1,879	1,219	64.9	1,497	1,148	76.7
III. Gaining Information	1,879	1,109	59.0	1,497	1,153	77.0
IV. Following Directions	1,879	1,391	74.0	1,497	1,237	82.6
TOTAL TEST	1,879	1,282	68.2	1,497	1,171	78.2
	(98.6)**			(91.8)**		

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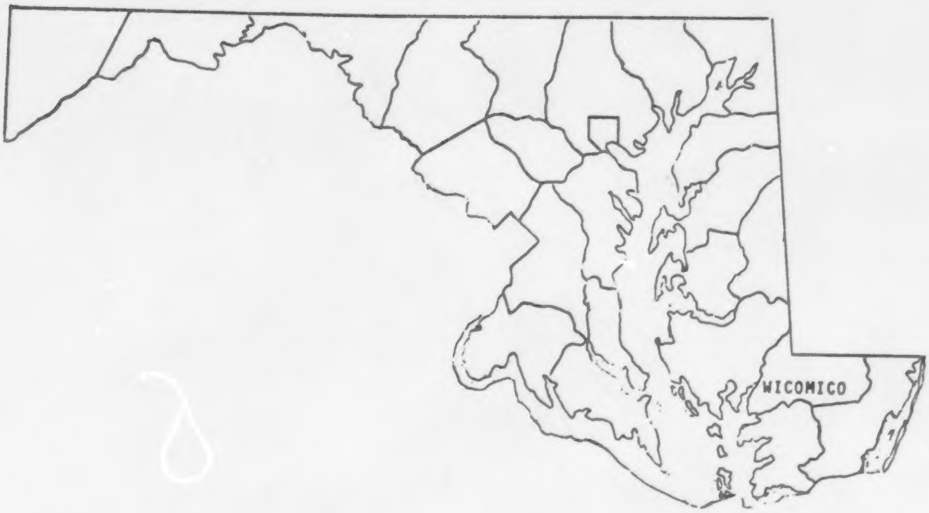
* "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

2.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Wicomico County



MAP - Improving Instructional Programs

During 1975-76 the mathematics program was changed in grades 1 - 8, as a result of evaluating system goals and performance in the Maryland Accountability Program (MAP). Analysis of ITBS scores in concept and problem-solving was made to determine specific skills and weaknesses. In-service workshops were held during the summer and specific guides for grades 1 - 8 were developed. Special emphasis was given for Title I schools in order to strengthen the mathematics program. Greater emphasis has been placed on diagnostic testing using the Holt Placement Test.

A Taxonomy of Reading Skills was developed and published for use in grades K - 6. This taxonomy provides teachers with a sequential flow of reading skills from grade to grade, thus enabling greater emphasis on essential skills at any given grade level. Functional reading skills appropriate for the intermediate grades were also included in the taxonomy.

Several reading workshops were conducted. One was designed primarily for beginning teachers of K - 6. During the sessions such topics as planning for several groups, questioning techniques, and DR-TA were discussed and demonstrated. A Functional Reading Workshop was also conducted for teachers of K - 12. During this workshop, each participant designed and developed a functional reading mini-unit supplemented with teacher-constructed learning stations. As a culminating activity, all of the materials developed were put on exhibit for teachers in the county. Participants of a third workshop focused attention on the bottom reading group found in most reading classes. Techniques and strategies for working with low-ability groups were discussed and developed.

Several new guides for use in the teaching of reading were also developed at the county level. Two were aimed primarily for the teachers at the intermediate level, one is geared to the teaching of content at the secondary level, and another is aimed primarily at the low-ability groups in grades K - 6.

Functional reading goals are evident in all schools in the County. The two-volume guide developed at the state level has been supplemented by several developed at the local level, thereby providing teachers with several sources for ideas. During the Spring, faculty in-service was held in all schools using the filmstrips produced at the state level.

A new language text was adopted in the fall for use in grades 1 - 8. The text was selected because it provides a language program geared to the teaching of the skills of communication. It correlates well with the reading and spelling programs currently in use. It is also very much in line with the reading and language goals at the local level.

Interpretation and Presentation

Realizing that the Accountability Law is a result of public demands, presentation and interpretation of the results of the Iowa Test of Basic Skills, Cognative Abilities Tests, and Maryland Basic Skills Reading Mastery become most important.

The press was present when the results were presented to the Wicomico County Board of Education. Average grade equivalent scores were compared to State averages with few significant (plus or minus three months) changes. Grade nine was consistently above the average grade equivalent for the State. Scores for other grades show a general upward trend.

Individual schools invited parents and interested citizens to presentations for that school. Again, county average grade equivalent was compared favorably to State average grade equivalent for the appropriate grade levels within the school. School scores were compared to county scores. Parents were encouraged to schedule individual conferences for individual student scores.

The results of the Maryland Functional Reading Test will be reported directly to parents during MAP IV.

Local Evaluative Efforts

Wicomico County has the feeling that with renewed emphasis on basic skills we must be better able to assess these skills. The local committee working with high school graduation requirements recommended that basic proficiency levels be measured at the eighth grade level in reading, writing, and practical mathematics.

Plans are to develop local criterion-referenced tests in basic areas during MAP IV. These tests will determine competencies and/or deficiencies at the end of grade 8 so that weaknesses can be strengthened prior to graduation. These tests will be developed considering both state and local instructional objectives.

Program Modification Activities

Improvement in overall grade equivalent averages during MAP III is partially attributed to program-modification activities.

A sequential list of reading skills by grade level was developed. Efforts of the classroom teacher, reading teacher, and resource teacher are coordinated for improved articulation and continuity in the reading program of each child. A program for highly able readers was developed for enrichment and supplementary activities in both reading and content areas.

A reading program has been implemented on the secondary level with a reading specialist directing and planning the program. Remedial work is done on an individual basis.

Interpretation of an item analysis has been beneficial and prompted assistance individually where specific weaknesses have been noted in both reading and mathematics.

Unmet Needs

During the past three years Wicomico County has made great efforts to develop new concepts and programs for improving instruction. There is a need for funds for expansion in these programs and specifically programs concerning gifted and talented students. There is also a need for additional funds for research, evaluation, and developing other assessment instruments.

General Comments

While there may be some general concerns with the amount of time involved in MAP testing, it is indeed encouraging to see that educators have become alert and positive in evaluating instructional programs and are making every effort towards effective change. Major efforts are concentrated on the basic skill areas. However, the system is becoming more aware of accountability in all areas of instruction.

With the thrust of renewed, major emphasis on reading, the Wicomico County Board of Education has established a policy requiring all personnel to have at least six semester hours in reading methods by September 1979.

WICOMICO COUNTY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
58,300	$10,400	17.9

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.8	11.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
13,622	$11,518	$17,772	12.7	23.2

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
19.7%	18.0	95.2%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,004.36	$736.72	73.4%	$19.01

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.0%	$5.15	0.5%

WICOMICO COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	944	95.13	15	103.0	14.29	3.68	1.07
	5	1,112	96.76	13	103.4	13.92	5.27	1.43
	7	1,142	86.34	4	102.5	14.83	6.96	1.83
	9	1 120	82.86	4	102.9	15.74	8.58	1.93
(2) READING COMPREHENSION (ITBS)	3	944	95.13	15	103.0	14.29	3.82	1.17
	5	1,112	96.76	13	103.4	13.92	5.35	1.42
	7	1,142	86.34	4	102.5	14.83	6.97	1.65
	9	1,120	82.86	4	102.9	15.74	8.52	1.81
(3) SPELLING (ITBS)	3	944	95.13	15	103.0	14.29	4.47	1.25
	5	1,112	96.76	13	103.4	13.92	5.91	1.68
	7	1,142	86.34	4	102.5	14.83	7.27	2.06
	9	1,120	82.86	4	102.9	15.74	8.76	2.19
(4) CAPITALIZATION (ITBS)	3	944	95.13	15	103.0	14.29	4.36	1.26
	5	1,112	96.76	13	103.4	13.92	5.69	1.76
	7	1,142	86.34	4	102.5	14.83	7.19	2.02
	9	1,120	82.86	4	102.9	15.74	8.82	2.31
(5) PUNCTUATION (ITBS)	3	944	95.13	15	103.0	14.29	4.56	1.46
	5	1,112	96.76	13	103.4	13.92	5.85	1.65
	7	1,142	86.34	4	102.5	14.83	7.22	1.98
	9	1,120	82.86	4	102.9	15.74	8.52	2.21

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	944	95.13	15	103.0	14.29	3.82	1.37
	5	1,112	96.76	13	103.4	13.92	5.31	1.70
	7	1,142	86.34	4	102.5	14.83	7.07	2.07
	9	1,120	82.86	4	102.9	15.74	8.53	2.28
(7) LANGUAGE TOTAL (ITBS)	3	944	95.13	15	103.0	14.29	4.30	1.17
	5	1,112	96.76	13	103.4	13.92	5.69	1.49
	7	1,142	86.34	4	102.5	14.83	7.18	1.79
	9	1,120	82.86	4	102.9	15.74	8.65	1.97
(8) MATHEMATICAL CONCEPTS (ITBS)	3	944	95.13	15	103.0	14.29	3.70	0.94
	5	1,112	96.76	13	103.4	13.92	5.53	1.31
	7	1,142	86.34	4	102.5	14.83	7.28	1.63
	9	1,120	82.86	4	102.9	15.74	8.86	1.88
(9) MATHEMATICAL PROBLEMS (ITBS)	3	944	95.13	15	103.0	14.29	3.56	1.05
	5	1,112	96.76	13	103.4	13.92	5.19	1.23
	7	1,142	86.34	4	102.5	14.83	7.04	1.70
	9	1,120	82.86	4	102.9	15.74	8.65	1.84
(10) MATHEMATICAL TOTAL (ITBS)	3	944	95.13	15	103.0	14.29	3.63	0.94
	5	1,112	96.76	13	103.4	13.92	5.36	1.19
	7	1,142	86.34	4	102.5	14.83	7.16	1.57
	9	1,120	82.86	4	102.9	15.74	8.76	1.74

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	99.8	99.9	103.0
	5	101.3	101.7	103.4
	7	98.2	99.8	102.5
	9	103.2	102.0	102.9
VOCABULARY (ITBS)	3	3.44	3.47	3.68
	5	5.14	5.21	5.27
	7	6.76	6.78	6.96
	9	8.73	8.57	8.58
READING COMPREHENSION (ITBS)	3	3.56	3.61	3.62
	5	5.28	5.33	5.35
	7	6.86	6.94	6.97
	9	8.66	8.53	8.52
LANGUAGE TOTAL (ITBS)	3	3.88	3.94	4.30
	5	5.42	5.48	5.69
	7	6.77	6.97	7.18
	9	8.70	8.69	8.65
MATHEMATICAL TOTAL (ITBS)	3	3.47	3.45	3.63
	5	5.37	5.32	5.36
	7	6.94	6.99	7.16
	9	8.88	8.77	8.76

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

TABLE 3. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY *	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	1,110	840	75.7	889	693	78.0
II. Understanding Forms	1,110	758	68.3	889	740	83.2
III. Gaining Information	1,110	688	62.0	889	770	86.6
IV. Following Directions	1,110	862	77.7	889	796	89.5
TOTAL TEST	1,110 (97.2)**	795	71.6	889 (96.0)**	777	87.4

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* "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

2.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Worcester County

As part of the Maryland Accountability Program, the Worcester County Public Schools have developed rather specific instructional goals and objectives. Some of these goals and objectives are evaluated by the administration of the Iowa Test of Basic Skills and the Maryland Basic Skills Reading Mastery Test. A careful, local item analysis of the results of these tests as compared to national results has uncovered our apparent general and specific weaknesses as well as strengths in educational programming. Many of the weaknesses uncovered have become specific priorities in the various schools. General areas where improvements are needed, such as reading, have become a major priority for all school personnel.

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It has been the intent of the Worcester County Board of Education to inform the school community and the public in general of the results of the accountability program. The procedures used to disseminate information include:

- Presentation of school-system results to all professional staff during the opening meeting in September;
- Presentation of results to individual school personnel by the principal and/or school accountability coordinator;
- Preliminary report to the Board of Education concerning test results. Information is presented to the press at this time;
- Individual pupil profiles of student test results are sent home to parents with a letter from the principal explaining the status of the school's accountability activities;
- A full report of system-wide accountability activities is developed for presentation to the Board of Education and for distribution throughout the county; and
- Each school evaluated its instructional objectives and developed a narrative that was distributed to all parents.

In addition to State-mandated assessment activities, Worcester County utilizes the Metropolitan Achievement Test in assessing basic skills in grades one and two; the Iowa Test of Basic Skills work-study subtest for maps, graphs, and references in grades three, five, seven, and nine; and a test on library skills that was developed within the school system. Worcester County has implemented a program that certifies academic and vocational proficiency when a student graduates from high school.

During the past year, a sequential reading program was initiated throughout the school system. Formal reading instruction for all pupils was extended from grade five to grade eight. A secondary basic reading program was developed and implemented for high school students who do not possess proficiency in reading skills. A program in basic mathematics skills was developed to supplement the basic mathematics program. Each school made some program modifications as a result of evaluating their instructional objectives.

Inasmuch as the students' success in school is dependent on attitudes, habits, creativity, and extracurricular experiences, the scope of accountability in relation to basic skills alone is not sufficient. Methods of assessing other domains that are of great importance to the individual in functioning in society should be explored.

WORCESTER COUNTY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
26,300	$8,243	21.5

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.7	10.5

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
6,341	$11,983	$20,574	9.9	22.2

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
17.8%	16.5	96.1%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,212.88	$881.51	72.7%	$21.54

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
1.8%	$3.72	0.3%

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	442	95.48	6	99.2	15.87	3.86	1.32
	5	516	93.41	5	98.5	15.94	4.93	1.55
	7	553	92.77	3	101.4	16.04	6.81	1.77
	9	584	86.13	3	100.0	15.70	8.40	2.38
(2) READING COMPREHENSION (ITBS)	3	442	95.48	6	99.2	15.87	4.07	1.34
	5	516	93.41	5	98.5	15.94	5.04	1.43
	7	553	92.77	3	101.4	16.04	6.89	1.63
	9	584	86.13	3	100.0	15.70	7.98	1.88
(3) SPELLING (ITBS)	3	442	95.48	6	99.2	15.87	4.58	1.32
	5	516	93.41	5	98.5	15.94	5.48	1.82
	7	553	92.77	3	101.4	16.04	7.07	2.02
	9	584	86.13	3	100.0	15.70	8.55	2.33
(4) CAPITALIZATION (ITBS)	3	442	95.48	6	99.2	15.87	5.00	1.33
	5	516	93.41	5	98.5	15.94	6.02	1.70
	7	553	92.77	3	101.4	16.04	7.77	2.11
	9	584	86.13	3	100.0	15.70	9.60	2.32
(5) PUNCTUATION (ITBS)	3	442	95.48	6	99.2	15.87	4.87	1.48
	5	516	93.41	5	98.5	15.94	5.63	1.67
	7	553	92.77	3	101.4	16.04	7.33	2.03
	9	584	86.13	3	100.0	15.70	8.55	2.33

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	442	95.48	6	99.2	15.87	4.11	1.43
	5	516	93.41	5	98.5	15.94	5.14	1.76
	7	553	92.77	3	101.4	16.04	6.95	2.11
	9	584	86.13	3	100.0	15.70	8.59	2.42
(7) LANGUAGE TOTAL (ITBS)	3	442	95.48	6	99.2	15.87	4.64	1.27
	5	516	93.41	5	98.5	15.94	5.57	1.54
	7	553	92.77	3	101.4	16.04	7.28	1.82
	9	584	86.13	3	100.0	15.70	8.82	2.11
(8) MATHEMATICAL CONCEPTS (ITBS)	3	442	95.48	6	99.2	15.87	4.02	1.03
	5	516	93.41	5	98.5	15.94	5.34	1.42
	7	553	92.77	3	101.4	16.04	7.20	1.62
	9	584	86.13	3	100.0	15.70	8.24	1.92
(9) MATHEMATICAL PROBLEMS (ITBS)	3	442	95.48	6	99.2	15.87	3.97	1.13
	5	516	93.41	5	98.5	15.94	5.28	1.26
	7	553	92.77	3	101.4	16.04	7.04	1.61
	9	584	86.13	3	100.0	15.70	7.99	1.96
(10) MATHEMATICAL TOTAL (ITBS)	3	442	95.48	6	99.2	15.87	3.99	1.03
	5	516	93.41	5	98.5	15.94	5.31	1.26
	7	553	92.77	3	101.4	16.04	7.12	1.51
	9	584	86.13	3	100.0	15.70	8.12	1.82

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	95.9	98.7	99.2
	5	98.8	99.1	98.5
	7	96.4	98.3	101.4
	9	97.3	97.3	100.0
VOCABULARY (ITBS)	3	3.22	3.38	3.86
	5	4.85	4.97	4.93
	7	6.14	6.35	6.81
	9	7.68	7.57	8.40
READING COMPREHENSION (ITBS)	3	3.34	3.51	4.07
	5	5.02	5.07	5.04
	7	6.43	6.56	6.69
	9	7.85	7.90	7.98
LANGUAGE TOTAL (ITBS)	3	3.90	4.18	4.64
	5	5.23	5.33	5.57
	7	6.44	6.61	7.28
	9	7.91	7.44	8.82
MATHEMATICAL TOTAL (ITBS)	3	3.44	3.55	3.99
	5	5.16	5.12	5.31
	7	6.48	6.58	7.12
	9	7.92	7.77	8.12

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

TABLE 3. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY ‡		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY ‡	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	497	345	69.4	480	301	62.7
II. Understanding Forms	497	338	68.0	480	328	68.3
III. Gaining Information	497	285	57.3	480	353	73.5
IV. Following Directions	497	367	73.8	480	376	78.3
TOTAL TEST	497 (89.9)‡‡	335	67.4	480 (93.4)‡‡	349	72.7

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‡ "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

‡‡ PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

CHAPTER 3 PROCESS EVALUATION

3.1 Background

In section 1.5.2 of this MAP Report, process evaluation was defined as follows:

> ". . . the word "process" refers to everything which intervenes between inputs and outputs: from curriculum goals and objectives to how teachers conduct their classes; from the nature of a principal's leadership style to the students' classroom behavior. In short, process evaluation considers the entire educational enterprise in action."

As far as it goes, this definition is useful. But in not specifying what, in particular, is to be measured and how, the scope is left unlimited and the direction indeterminant. Not that this is surprising. When it comes to process evaluation, tasks, concepts, and measurements involved are complex indeed. In the literature, there are no standardized plans, procedures, or instruments in this yet undeveloped discipline to provide structure and guidance. Instead, the literature is loaded with competing models, plans, and procedures. For every scheme there is another one which claims to cover what the other one missed: summative, formative, process; models by Provus, Scriven, Stufflebeam, Stake, Alkin, Glass, Hammond; classroom centered performance criteria, student-teacher interaction, instructional materials and media, pupil attitude and self-concept -- the list goes on and on. For this reason, the scope, purpose, and objectives of the Process Evaluation study, currently being implemented, represent a deliberate and necessary delineation of potential scope. No doubt, many experts in the field will identify important omissions and deem some of the inclusions uninteresting. Nevertheless, it is hoped that a consensus may be found that at least most of the components will be worthwhile.

3.2 Purpose, Scope, Objectives, and Rationale

Pursuant to the purposes of the assessment component of the Maryland Accountability Program, three massive volumes of data on basic skills achievement, for three consecutive school years, are now in print. Basically, these volumes contain school-by-school average grade-equivalents obtained by the students on the Iowa Tests of Basic Skills (ITBS), in grades three, five, seven, and nine. Compiled by subtest scores, the school-level data were aggregated by Local Education Agencies and from there to state-level data. With the school average as the unit of observation, four of the subtest scores (Vocabulary, Reading Comprehension, Language Total, and Mathematics Total) were regressed against the school average Standard Age Scores (SAS). This regression analysis permitted a transformation of the original distribution of grade-equivalents among the schools to a new "residual" distribution for which the among-school variance in GE's, due to variance in SAS among the schools, had been removed. Given a school's average SAS, that school's position in the residual distribution was determined by finding the school's "expected" or "Maryland Norm" GE and subtracting the school's obtained GE from it. The difference is called the school's "residual grade equivalent" and interpreted as an indicator of the school's relative standing in achievement on the subtest, with SAS taken into account or "controlled." Now, it is this residual distribution of GE's which forms an important focal point of the proposed process evaluation. Indeed, it is the very purpose of the study to probe the meaning for a school which finds itself at either extreme of the residual distribution in terms of process quality indicators. Is it the case that schools far to the right conduct exemplary, "lighthouse"-type instructional programs and that schools far to the left are sorely in need of additional resources? Or is it the case that a school's position on the residual distribution is the result of mere statistical artifact, caused by error variance? Formally, this is the main purpose of the Process Evaluation study:

> to determine the distinguishing characteristics, if any, in programmatic and process terms, of those schools which lie at the extreme ends of the residual distributions.

Corollary to this main purpose, several others at once follow:

1. To compile the necessary information on exemplary programs and areas of need which would enable administrators to provide true equality of educational opportunity to all the youth of Maryland.
2. To provide the empirical framework within which the Maryland Accountability Program assessment results can be appropriately interpreted.
3. To pioneer a methodology of process study which could serve as a beacon for Local Education Agencies to follow on their own volition and initiative.

Even with such rather narrowly defined purposes, the study might easily explode into an unwieldy conglomerate of disjointed and obtrusive activities, unless carefully defined limits are placed on its scope of operations.

An important source of delimitations on the Process Evaluation study is another study, also to be conducted under auspices of the Maryland State Department of Education, called "Project Star." This study is focused on the reading programs in Maryland schools and is aimed at the specific goal of improving these programs, particularly in those schools which are located at the extreme low end of the reading scores residual distribution. In fact, the original plans and procedures for "Process Evaluation" as such, have been merged with Project Star, so that now a single effort by the Maryland State Department is under way with the following objectives:

1. Identify what procedures a school is using already to meet each standard listed in the publication "Standards for Successful Reading Programs, MSDE, 1976.
2. Write a change plan which identifies in priority order intended outcomes needed to bring a school's reading program into compliance with each standard.
3. Use a monitoring system for documenting when the intended outcomes become observed outcomes.
4. Sample selected in-school variables which may cause poor or excellent reading programs. Among these variables are: student background, classroom practices, teaching conditions, physical plant characteristics, school climate, and human/financial resources.

The Iowa and the Maryland Functional Test results are the only State-wide measures of achievement made available through the Maryland Accountability Program. Published on a school-by-school basis, these scores have attracted the attention of the legislators, the news media, the school community, and the general public. Comparative judgments are being made, whether justified or not, as to the existence of differential achievement levels among the schools. More seriously, because of the false security created by the apparent ability to control for "innate ability" differences, the published residuals are often interpreted as indicators of differential effectiveness on the part of these schools and the programs conducted in them. It is not uncommon to hear sighs of relief among the interested public associated with a school, merely because the school had "positive residual", or, for that matter, to hear moans of despair or angry disclaimers in the case of negative residuals. And this is not even speaking of schools that are in the upper or lower five per cent of the residual distribution! And yet, time and again it has been pointed out that these residuals carry no diagnostic information but are, at best, barometric indicator-dials which may or may not give indications of extreme conditions in the educational climate of a school. Surely, school means on a standardized achievement test cannot serve as the sole, necessary, and sufficient indicators of the quality of education. That schools will be compared somehow, by someone, is perhaps inevitable in our open, democratic society, which accepts the notion of competition as a challenge, appreciates the value of quality education for all its citizens, and demands optimum performance of its public institutions. The meaning of those indicators we have must be clearly understood, many additional ones will have to be provided, and calm rational judgments formed about the data in view of all available evidence. That this proposed study constitutes a beginning toward such a direction in the state of knowledge about our schools is perhaps its strongest rationale.

CHAPTER 4. PROGRAM COST COMPONENT

4.1 Maryland's Financial and Accounting Procedures

Early in 1972, the State Board of Education appointed a committee to review the U.S. Office of Education Handbook II, Revised, Financial Accounting for Local and State School Systems, and to make recommendations to the State Board regarding its use for schools in Maryland. The committee recommended that the State Board adopt Handbook II, Revised as the financial reporting manual for Maryland Public Schools. This recommendation, if adopted, would have changed local budgeting procedures and altered the existing fiscal relationships among local boards of education and local fiscal authorities. The recommendation was overwhelmingly rejected.

As a result, the State Superintendent appointed a new committee to revise the existing Financial Reporting Manual for Maryland Public Schools to incorporate the new program concepts of Handbook II, Revised but without violating local fiscal relationships.

On June 30, 1976, the completed manual was officially adopted by the State Board of Education.

The approved manual provides for complete program accounting and reporting and does not alter existing fiscal reporting law (See Figures 4.1 and 4.2).

4.1 MARYLAND FINANCIAL REPORTING MANUAL

Categories of Expenditure

01.00	Administration
.10	General Support Service
.11	Board of Education
.12	Executive Administration
.50	Business Support Services
.51	Facilities Acquisition and Construction
.52	Other Business Support Services
.60	Centralized Support Services
02.00	Instruction
.10	Regular Programs
.11	Art
.12	English Language Arts
.13	Foreign Language
.14	Industrial Arts
.15	Mathematics
.16	Media Services
.17	Music
.18	Physical Education
.19	Science
.20	Social Studies
.21	Driver Education
.22	Regular Day School
.23	After School
.24	Summer School
.25	Other Regular Programs
.30	Special Programs
.31	Special Education Programs for the Handicapped
.32	Resource Rooms Programs
.33	Self-Contained Classrooms
.34	Home and Hospital Teaching
.35	Other Programs for the Handicapped
.36	Other Special Programs
.37	Programs for the Gifted and Talented
.38	Programs for the Culturally Different
.40	Adult Education
.41	School Administration
.42	Regular and other Special Programs
.43	Special Education - Self-Contained Schools Only
.50	School Instructional Support Services
.51	Instructional Direction Services
.52	Regular and other Special Programs
.53	Special Education
.55	Improvement of Instructional Services
.56	Regular and other Special Programs
.57	Special Education
.58	Professional Media Support

.60	Other Services
.61	Guidance
.62	Regular and other Special Programs
.63	Special Education
.64	Psychological Services
.65	Regular and other Special Programs
.66	Special Education
.67	Speech, Language, Audiology
.68	Regular and other Special Programs
.69	Special Education
.70	Diagnostic and Prescriptive Services
.71	Regular and other Special Programs
.72	Special Education
03.00	Pupil Personnel Services
.01	Regular and other Special Programs
.02	Special Education
04.00	Health Services
05.00	Pupil Transportation
.01	Regular Transportation Program
.02	Handicapped Pupil Transportation Program
.03	School Activities Transportation Program
06.00	Operation of Plant
07.00	Maintenance of Plant
.01	Repair Maintenance
.02	Preventive Maintenance
.03	Minor Modernizations and Alterations & Code Corrections
08.00	Fixed Charges
09.00	Food Service
10.00	Student Body Activities
11.00	Community Services
.01	Regular Community Services
.02	Nonpublic Handicapped Pupil Transportation Services
.03	Nonpublic Nonhandicapped Pupil Transportation Services
12.00	Capital Outlay
13.00	Debt Services
14.00	Outgoing Transfers
	Payments to Other Governmental Units (In-State)
	Payments to Other Governmental Units (Out-of-State)
	Payments to Private Schools for Handicapped Children
	State Funds
	Local Funds
	Transfers of Funds

4.2 MARYLAND FINANCIAL REPORTING MANUAL

Objects of Expenditure

.0100	Salaries and Wages
.0200	Contracted Services
.0201	Repair and Maintenance for Vehicles
.0202	Private Operators
.0203	Public Carriers
.0204	Bus Inspection
.0205	Physical Examinations of Bus Drivers
.0206	Other
.0300	Supplies and Materials
.0301	Text Media
.0302	Library Media
.0303	Gasoline and Oil
.0304	Parts
.0305	Other
.0400	Other Charges
.0401	Travel Expenses
.0402	Employee Retirement
.0403	Social Security
.0404	Other Employee Benefits
.0405	Other Insurance and Judgments
.0406	Rent
.0407	Other
.0500	Land, Building, and Equipment
.0501	Vehicles - Additional
.0502	Vehicles - Replacement
.0503	Equipment - Additional
.0504	Equipment - Replacement
.0505	Alterations - Buildings
.0506	Site Improvements

The Instruction category will be divided into prekindergarten through grade six or any combination thereof, middle-schools, and junior-senior high schools. The Capital Outlay category will be divided into these same three levels plus administration.

4.2 Reporting for Accountability

Initially, program cost-reporting for accountability purposes will be at the level of the school system. Information for programs as outlined in the previous figures will show sufficient details for system-by-system comparisons of total and per-pupil costs. These data will be available for Fiscal Year 1978 and will appear in the Maryland Accountability Program (MAP) Report to be published in January 1979. In the interim, selected system-level data from those school-systems which conform to data categories used in the new manual will be collected for Fiscal Year 1976 and will be reflected in the January 1977 report. In addition, the Department plans to request data by individual schools from those school-systems which are capable of producing such data for the MAP Report, Year IV, January 1978. Until such time as sample data which can be analyzed is available, it is not known whether or not it is advisable to attempt to report at the school level. Should analyses show that school-level data is indeed reliable and valuable, a request for the reporting of such data will be made. This step is contingent upon the ability of all local educational systems to develop or purchase the computer capabilities to accommodate the necessarily large volume of fiscal data processing.

At present two local school-systems, Anne Arundel and Baltimore Counties, have voluntarily agreed to provide program expenditure data according to the format of the revised manual. It must be remembered that implementation of the revised manual is not required before FY-1978.

These data will be analyzed and reviewed as the program cost component of the Maryland Accountability Program develops.

APPENDIX A THE MARYLAND EDUCATIONAL ACCOUNTABILITY ACT

Public School Laws of Maryland

EDUCATIONAL ACCOUNTABILITY

Article 77, Section 28A

28A. Program of educational accountability for operation and management of public schools to be established.

(a) Education accountability program. The State Board of Education and State Superintendent of Schools, each board of education and every school system, and every school, shall implement a program of education accountability for the operation and management of the public schools, which shall include the following:

(1) The State Board of Education and the State Superintendent of Schools shall assist each local school board and school system in developing and implementing educational goals and objectives in conformity with statewide educational objectives for subject areas including, but not limited to, reading, writing and mathematics.

(2) Each school, with the assistance of its local board of education and school system, shall survey the current status of student achievement in reading, language, mathematics, and other areas in order to assess its needs.

(3) Each school shall establish as the basis of its assessment, project goals and objectives which are in keeping with the goals and objectives established by its board of education and the State Board of Education.

(4) Each school, with the assistance of its local board of education, the State Board of Education and the State Superintendent of Schools, shall develop programs for meeting its needs on the basis of priorities which it shall set.

(5) Evaluation programs shall concurrently be developed to determine if the goals and objectives are being met.

(6) Reevaluation of programs, goals and objectives shall be regularly undertaken.

(b) Assistance from State Department of Education. The State Department of Education shall assist the local boards of education in establishing this program by providing guidelines for development and implementation of the program by the local boards, and by providing assistance and coordination where needed and requested by those boards.

(c) Beginning on July 1, 1973, the State Board of Education, upon recommendation of the State Superintendent of Schools, shall include in its annual budget request such funds as it deems necessary to carry out the provisions of this section.

(d) During January, 1975, and each January thereafter, the State Superintendent of Schools shall transmit to the Governor and to the General Assembly a report which includes, but is not limited to documentation indicating the progress of the State Department of Education, the local boards of education and each school in the State, toward the achievement of their respective goals and objectives and recommendations for legislation which the State Board of Education and the State Superintendent of Schools deem necessary for the improvement of the quality of education in Maryland.

(e) National standardized testing may not be used as the exclusive measure for evaluating educational accountability. (1972, ch. 359; 1975, ch. 559.)

APPENDIX B STATEWIDE GOALS IN READING, WRITING, AND MATHEMATICS (APPROVED 6/20/73)

Students in the public school systems of Maryland, upon completion of programs in reading, writing, and mathematics established by the local school, should achieve at least a minimum level of skills, and should be able to use these skills in everyday life. The established goals in each of these three areas include:

Goals in Reading

1. UTILIZE A VARIETY OF READING MATERIALS
2. USE A WORD RECOGNITION SYSTEM
3. COMPREHEND VARIOUS READING MATERIALS
4. MEET THE READING DEMANDS FOR FUNCTIONING IN SOCIETY
5. SELECT READING AS A PERSONAL ACTIVITY

Goals in Writing

1. USE THE WRITING PROCESS TO COMMUNICATE PERSONAL FEELINGS AND IDEAS, OBSERVING ACCEPTED CONVENTIONS OF WRITING
2. USE THE WRITING PROCESS TO RESPOND TO THE DEMANDS AND OBLIGATIONS OF SOCIETY, OBSERVING ACCEPTED CONVENTIONS OF SOCIETY
3. VALUE WRITING FOR PERSONAL AND SOCIAL REASONS

Goals in Mathematics

1. RECALL AND/OR RECOGNIZE MATHEMATICAL DEFINITIONS, FACTS, AND SYMBOLS
2. PERFORM MATHEMATICAL MANIPULATIONS
3. UNDERSTAND MATHEMATICAL CONCEPTS AND PROCESSES
4. SOLVE SPECIFIC MATHEMATICAL PROBLEMS
5. USE MATHEMATICAL REASONING AND PROCESSES TO MEET PERSONAL AND SOCIETAL NEEDS
6. APPRECIATE AND USE MATHEMATICS

Goals in Reading

Each Maryland student, who has achieved the objectives for reading established by the local school, should:

1. UTILIZE A VARIETY OF READING MATERIALS

In this goal, a student identifies his own purposes for using reading materials, and from a wide variety of available materials, selects those which are suitable in level of difficulty and in content. Such materials include both print (e.g., books, newspapers, periodicals, vertical files, documents) and non-print (e.g., films, records, transparencies, maps, globes, charts).

2. USE A WORD RECOGNITION SYSTEM

The achievement of this goal enables a student to perform two tasks which are basic to success in reading. First, he knows and can apply a system for recognizing unfamiliar words. Secondly, he can instantaneously and simultaneously pronounce words and determine their meaning in a particular context. Such a system includes the use of the necessary picture, context, structural, phonic, and authority (i.e., glossary, dictionary) clues.

3. COMPREHEND VARIOUS READING MATERIALS

To accomplish this goal, the student must think literally, critically, and creatively about the intent of the communication. Thus, the student must develop a method for using the pattern of thought in the message in order to understand the meaning and to draw inferences. In this process, he uses his own experiences and knowledge about the content to ask a variety of questions and to find suitable answers to these.

4. MEET THE READING DEMANDS FOR FUNCTIONING IN SOCIETY

This goal prepares the student to survive in society by helping him to cope with everyday reading experiences, (i.e., following directions, locating references, gaining information, understanding forms, and attaining personal development). Since it establishes minimum performance levels for students, this goal is of prime importance.

5. SELECT READING AS A PERSONAL ACTIVITY

The essence of this goal is the student's personal enjoyment and appreciation of the reading process whereby he can and does read. The development of such a positive attitude must not be left to chance, but instead it must include the continuous building of reading interest, desire, and habit as an integral part of all reading instruction throughout the State.

Goals in Writing

Each Maryland student, who has achieved the objectives for writing established by the local school, should:

1. USE THE WRITING PROCESS TO COMMUNICATE PERSONAL FEELINGS AND IDEAS, OBSERVING ACCEPTED CONVENTIONS OF WRITING

The essential feature of this goal is free expression. The student has something personal he wants to express for his own use or to communicate to others. Accepted conventions of writing include items like spelling, grammar, usage, and sentence structure, which are generally accepted as correct by society.

2. USE THE WRITING PROCESS TO RESPOND TO THE DEMANDS AND OBLIGATIONS OF SOCIETY, OBSERVING ACCEPTED CONVENTIONS OF SOCIETY

In this goal, the student responds because he has been asked to write or because he finds himself in a situation that requires him to write. This would include social correspondence, business transactions, and scholastic writing. Organization, development, and form of writing would be important as well as the mechanics of writing.

3. VALUE WRITING FOR PERSONAL AND SOCIAL REASONS

This goal focuses upon attitudes about writing and upon typical writing behavior. The student recognizes the value of writing in his own daily life and for society in general, is willing to write in response to impulse or requirement, and gets satisfaction from writing something well.

Goals in Mathematics

Each Maryland student, who has achieved the objectives for mathematics established by the local school, should:

1. RECALL AND/OR RECOGNIZE MATHEMATICAL DEFINITIONS, FACTS, AND SYMBOLS

These are the simplest of mathematical tasks but are an essential aspect of achievement. The level of difficulty in this category will depend more on exposure to the material and on memory than on developed skill.

2. PERFORM MATHEMATICAL MANIPULATIONS

The tasks in this category require the individual to carry out single operations and procedures (or sequences of these) that have been previously learned and are specifically requested. Such tasks will require developed skill but will not require any decision as to which process or sequence of processes is needed (e.g., algorithm). It is in this category that all straightforward computation is included from simple addition to operations with complex numbers; it also includes solution of equations, evaluation of functions, etc. In any case the tasks the individual is required to perform involve only the rote application of learned techniques.

3. UNDERSTAND MATHEMATICAL CONCEPTS AND PROCESSES

In this category the individual will perform tasks which include the following possible kinds of translations within a mathematical context:

- Verbal to mathematical (e.g., words to symbols)
- Mathematical to verbal (e.g., symbols to words)
- Mathematical to mathematical (e.g., translating from one kind of representation to another like an equation to a graph of the equation)
- Mathematical to physical (e.g., use of charts to explain fractions)
- Physical to mathematical (e.g., developing formulas for physical)
- Verbal to verbal (e.g., explanation)

4. SOLVE SPECIFIC MATHEMATICAL PROBLEMS

This goal requires the individual to demonstrate the ability to select knowledge, skills, information, and techniques needed to solve a particular problem and to apply such ability in actually solving the problem.

Included will be tasks ranging from routine to unfamiliar, from specific to abstract, and from those whose solutions are straightforward to those which require ingenuity and insight.

Included will be much of the consumer mathematics used by the majority of adults. Also included will be the ability to follow a proof, find a flaw in a proof, and construct a deductive proof (as in a geometry problem).

The common characteristic of tasks in this category will be that they require the individual to analyze a problem and determine a sequence of steps which will lead to a clearly specified outcome (whether the outcome is finding the cost of a purchase or proving a theorem).

5. USE MATHEMATICAL REASONING AND PROCESSES TO MEET PERSONAL AND SOCIETAL NEEDS

This category is a combination of those mathematical abilities which are open-ended and those which require the use of mathematical techniques and patterns of thought in an independent and constructive way.

Tasks in this category require the ability to transfer and utilize knowledge in new situations, to recognize patterns, to draw conclusions from given data, to plan for the future on the basis of present information, and to use mathematical reasoning to make optimum decisions.

Tasks in this category also require the ability to recognize the existence of a problem, to state it formally, to formulate hypotheses, and to ascertain if the problem has a unique solution. Making judgments about the sufficiency of conditions and the determination of the minimum conditions necessary for proof, the disproof of the hypotheses by counterexample, and proof by induction all come under this heading.

6. APPRECIATE AND USE MATHEMATICS

A. RECOGNIZE THE IMPORTANCE AND RELEVANCE OF MATHEMATICS TO THE INDIVIDUAL AND TO SOCIETY.

This goal does not necessarily involve enjoyment of mathematics or participation in the development of ideas, but rather it focuses on the acceptance of mathematics -- i.e., the individual recognizes that mathematics is necessary whether or not he uses it or enjoys studying it. For example, the individual should recognize the contribution that mathematics has made to the progress of civilization, especially in the sciences. There should also be appreciation of the elegance, economy, and techniques of mathematics.

B. ENJOY MATHEMATICS.

Emphasis should be placed on the enjoyment involved in acquiring a knowledge of mathematics and in the satisfaction gained from using it rather than on the amount that is learned. Similarly, it is hoped that the individual would not dislike or fear mathematics.

C. USE THE CONTENT AND TECHNIQUES OF MATHEMATICS.

When the mathematics is relevant and appropriate, individuals should use what they have learned.

D. PARTICIPATE IN THE LEARNING OF MATHEMATICS BEYOND THAT WHICH IS MERELY REQUIRED AND ACTIVELY SEEK TO FURTHER PERSONAL DEVELOPMENT IN THE AREA OF MATHEMATICS.

The goal relates to the individual's development of a curiosity about mathematics as well as a readiness to engage in activities in this area (i.e., independent of school and/or job assignments). In contrast to the objectives in other categories, independent action rather than reaction is stressed. This goal emphasizes that the individual should actively seek participation and further development of his skills in mathematics. This is opposed to merely passing judgment or using the principles learned when this was required.

APPENDIX C. SCHOLASTIC APTITUDE AND ACADEMIC ACHIEVEMENT OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND COMPARED WITH A NATIONAL SAMPLE*

One way of getting an indication of the effectiveness of school systems in Maryland is to compare the performance of Maryland students on the Admission Testing Program (ATP), administered by a nonpublic national organization, the College Entrance Examination Board, with performance of students across the country. The ATP is organized to help higher educational institutions select students for admission.

In the two-battery series of ATP, i.e., Scholastic Aptitude Test (SAT) and Achievement Tests, the mean scores of Maryland high school seniors for the year 1975-76 were generally higher than national norms. The mean of Maryland students for the SAT was one point higher than the national sample for the Verbal Section, but on the Mathematics Section of the SAT, the mean of Maryland students was two points lower than the national sample. During the same year the achievement means of Maryland students were 30 points above the national mean for English Composition, 14 points higher in Mathematics Level 1, 18 points higher in Mathematics Level 2, 23 points higher in Biology, 18 points higher in Chemistry, 28 points higher in American History, and 9 points higher in French.

It may be pointed out, that since the students from Maryland took the test voluntarily, they may not be representative of all high school seniors in the state. However, the consistently higher means for Maryland students as compared with the national sample, with the exception of the math section of SAT, provide some indication of the effectiveness of school systems in Maryland.

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* Source: College Board ATP Summary Reports 1975-76 Maryland Seniors and College-Bound Seniors, 1975-76. Princeton, N.J.: College Entrance Examination Board, Admissions Testing Program.

For a more detailed presentation of the comparison of Maryland high school seniors with the national samples on the Scholastic Aptitude Test and Achievement Test Scores see Appendix D in MAP III.

APPENDIX D. EXPLANATION OF STANDARD AGE SCORE (SAS) STANDARD DEVIATION (SD) AND GRADE EQUIVALENT SCORE (GE)

Standard Age Score (SAS) is derived from the Cognitive Abilities Test, Nonverbal Battery, Form 1, 1971 edition. This series of tests measures abstract reasoning. Measures of scholastic aptitude are valuable in evaluating student achievement. The mean for the national norm group for Grades 3, 5, 7, and 9 is 100; National Standard Deviation (SD) is 16; and scores for individuals vary from 50 to 150.

The SD provides an indication of the spread or variability of the scores in the distribution. The distance between one SD below the mean and one SD above the mean includes 68 percent of the cases in a normal distribution; while the distance between two standard deviations below and two above the mean encompasses approximately 95 percent.

Grade Equivalent (GE) scores are derived from the Iowa Tests of Basic Skills, Form 5, 1971 edition. The GE of a given raw score on any test indicates the grade level at which the typical pupil makes this raw score.

There is a high probability that students who score 100 or more on ability measures, such as the CAT, can be expected to score on grade norm on the ITBS achievement measures.

The GE scales vary between subtests. Do not assume that similar scores can be equated directly. Similar GE scores on reading and mathematical subtests do not indicate the same level of performance. For example, consider Joe Doe, who obtained a GE

GE of 4.3 on the vocabulary subtest. Is it correct to say that his vocabulary has developed as far as the third month of the fourth grade? Most emphatically not. Before Joe's score can be interpreted, it must be known in which grade Joe was enrolled when he took the test and in which month of the school year the test was given. If Joe was a third grader and if he was tested in the spring, we can say that Joe did better than average as compared with the third graders in the national norm sample, since in this group the median GE for vocabulary is 3.7 (i.e., half of the norm sample scored 3.7 or better). Is it correct to say that in this case Joe is ten months ahead of his class and should skip a grade (at least in vocabulary)? Again, the answer is no. No one knows how fourth grade students would have performed on this third grade test and there is no way to compare or equate Joe's vocabulary to that of fourth graders. What is more, although GE's look like standard scores, they are not. Hence, such interpretation as "ten months ahead" is quite incorrect. For instance, because the variation of performance on vocabulary is so much greater than that on mathematics, let us say, a GE of 4.7 on a math subtest would represent a much higher standard by national norms (which for math is also 3.7) than the same score on vocabulary.

APPENDIX E. INSTRUMENTS USED TO MEASURE ACADEMIC ABILITY AND ACADEMIC ACHIEVEMENT

1. Introduction

Two nationally standardized measurement instruments and one Maryland developed criterion-referenced test were the sources of data collected on student ability and achievement. The Cognitive Abilities Test (CAT), Form 1, 1971 edition, was used to measure student academic ability; and the Iowa Tests of Basic Skills (ITBS), Form 5, 1971 edition, and the Maryland Functional Reading Test (MFRT) were selected to assess academic achievement.

The ITBS and CAT were administered to all Maryland public school children in Grades 3, 5, 7 and 9 during the period March 1 to May 15, 1976. The MFRT was administered to all pupils in Grades 7 and 11 in October, 1975.

2. Description of Instruments Used

2.1 Cognitive Abilities Test

The data presented here are from the Nonverbal Subtest of the CAT. The Nonverbal Subtest was selected as the source of academic ability data because it does not require students to read or to perform arithmetical computations. The test is intended to measure the student's ability to reason by using test questions that are not bound by formal school instruction. The test emphasizes the discovery of and flexibility in manipulating relationships expressed in figures, symbols, and patterns. It has three parts:

- Part I -- Figure Classification (17 minutes). Figure Classification measures the pupil's ability to determine how a set of figures is like and then to select from five alternatives the one that belongs with the set.
- Part II -- Figure Analysis (14 minutes). Figure Analysis measures the pupil's ability to determine how two figures are related to each other and then to select two figures that are related in the same way.
- Part III -- Figure Synthesis (16 minutes). Figure Synthesis measures the pupil's ability to select from alternative pieces those that when combined would form a particular whole.

The scores of the three parts are combined to form a total Nonverbal Ability Score. The Nonverbal Ability Scores are set so that a score of 100 equals the average score for any age group. A third grade class with an average Nonverbal Score of 100 indicates that, on the average, the students in that grade did as well on the test of nonverbal reasoning as did students of their age nationally.

2.2 Iowa Tests of Basic Skills

The following eight subtests of the ITBS were selected for use as indicators of academic achievement. The brief descriptions that follow give a general indication of the skills required for success on each test.

- Reading Skills

  Vocabulary (17 minutes). The Vocabulary Test measures the pupil's understanding of the meanings of words presented in short sentences. The pupil chooses, from among four alternatives, the word that has the closest meaning to the key word.

  Reading Comprehension (55 minutes). The Reading Comprehension Test measures the pupil's ability to recognize and understand stated or implied factual details and relationships; to discern the purpose or main idea of a paragraph or selection; to organize the ideas presented in a selection; and to evaluate what is read. The test uses short stories, factual articles, and poems as the bases for the test item.

- Basic Language Skills

  Spelling (12 minutes). The Spelling Test measures the pupil's ability to recognize mistakes in spelling. Each test item presents four words. The pupil indicates which, if any, of the words are spelled incorrectly.

  Capitalization (15 minutes). The Capitalization Test measures the pupil's ability to recognize the words in a sentence which should be capitalized. The pupil indicates the part of the sentence in which, if any, an error in capitalization occurs.

  Punctuation (20 minutes). Ability to punctuate is tested by having the pupil indicate the part of a sentence or the part of a correspondence letter in which, if any, an error in punctuation occurs.

  Usage (20 minutes). The Usage Test measures the pupil's ability to use words according to the standards of correctly written English. The pupil indicates the sentence in which, if any, errors occur in the use of the verb forms, adjectives, adverbs, etc.

A total Language score is obtained by adding together the grade equivalent scores of the four basic language skills tests and dividing the sum by four (4).

- Mathematics Skills

  Mathematics Concepts (30 minutes). The Mathematics Concepts Test measures the pupil's ability to understand the number system and the terms and operations used in mathematics. It goes beyond the four fundamental processes of addition, subtraction, multiplication and division by exploring concepts involved in currency, quantity, time, temperature, weight, length, volume, working with whole numbers, and working with decimals, fractions, percents, and ratios. The pupil is presented with a question and four alternative responses from which he is to select the one which best answers the question.

  Mathematics Problem Solving (30 minutes). The intent in this test is to measure the pupil's ability to solve realistic problems presented in situations he might experience in everyday living. The test does not require the pupil to compute the answer but to select the correct one from four stated alternatives.

A total Mathematics score is obtained by adding together the grade equivalent scores of the two mathematics tests and dividing the sum by two (2).

The achievement test scores are expressed as GE scores, read as grade equivalent scores. The first digit represents the grade and the second digit the month within the grade. A GE of 5.7 would be read fifth grade seventh month.

2.3 Maryland Functional Reading Test

The Maryland Functional Reading Test is a criterion-referenced test based on the Maryland Functional Reading Program. There are two forms to the test - Form A to be administered to seventh grade pupils and Form B to eleventh grade pupils. Each form of the test, through the use of such items as newspaper ads, recipes, phone books, and sales receipts, measures pupil skills in the following categories: Locating Information from Reference Sources, Understanding Forms, Gaining Information, and Following Directions. In addition, each form contains eight questionnaire-type items on which the pupil indicates his use of reading for attaining personal development.

On the Maryland Functional Reading Test, the number of questions an individual answers correctly is converted into a percentage score indicating the percent of total score in each category and on the total test that were answered correctly. The questionnaire-type items are not included in computing number correct.

In Maryland it was established that a student should answer at least 80 percent of the questions correctly to score within the desired competency level.

APPENDIX F.

RESOLUTION

Maryland State Board of Education

Resolution No. 1976-19

Re: Policy Statement on the Maryland Accountability Program and Educational Program Improvement

WHEREAS, the Maryland Accountability Program provides information important to sound management in the improvement of public educational programs; and

WHEREAS, Accountability test results can be an effective means of identifying the strengths and weaknesses of school programs; and

WHEREAS, A statement of State-level policy can reinforce the positive steps taken by local school systems to improve educational programs; now, therefore, be it

RESOLVED, That the State Board of Education adopts the attached statement of State-level policy on the Maryland Accountability Program and educational improvement program.

Policy on the Maryland Accountability Program and Educational Program Improvement

The policy is to be followed by all participants in the Maryland State Department of Education and includes the following elements:

1. The Maryland Accountability Program supports sound management for the improvement of public educational programs. It is not a program developed simply to comply with the Maryland Accountability Act.

2. Information from the program includes test results and can be of significant help in improving programs.

3. The staff of the Maryland State Department of Education is to encourage and support or lead the local school systems to:

    - Establish and review system- and school-level objectives;
    - Analyze test results and other local assessment and evaluation information and initiate action to improve programs; and
    - Develop methods designed to provide new or revised program cost information.

4. School systems with State assistance are to strive to improve programs by:

    - Analyzing assessment data by skill category, especially in schools where results appear to reveal weaknesses, and to determine the match between the curriculum and test content:
        - Where the curriculum and test content are not in appropriate sequence, to use professional judgment to make decisions about modification
        - Where the curriculum does not cover elements of test content, to use professional judgment to make decisions to augment the curriculum
        - Where the curriculum covers the test content, but the skill areas in question are not being taught or emphasized appropriately, to make decisions to provide appropriate supervision or recommend appropriate inservice education activities
    - Analyzing assessment data in schools where results appear to reveal strengths to determine variables or conditions which seem to be related to the favorable results and to make program modification decisions as appropriate.